





17B19



SCHOOL DOCUMENT No. 15.—1898



## ANNUAL REPORT

OF THE

# SCHOOL COMMITTEE

OF THE

## CITY OF BOSTON

1898



BOSTON  
MUNICIPAL PRINTING OFFICE  
1898



## REPORT.

---

Section 8, chapter 48, of the Public Statutes provides that "the School Committee shall annually make a detailed report of the condition of the several public schools, which report shall contain such statements and suggestions in relation to the schools, as the committee deem necessary or proper to promote the interests thereof." In compliance therewith, and in accordance with the Rules of the School Board, the committee appointed to prepare the annual report of the School Committee for the year 1898, respectfully submit the following:

### SCHOOL SYSTEM.

The public-school system of Boston comprises<sup>1</sup> one Normal School, two Latin Schools (one for boys and one for girls), eight High Schools, the Mechanic Arts High School, fifty-seven Grammar Schools, five hundred and fifty-six Primary classes, sixty-nine Kindergartens, one School for the Deaf, an Evening High School and twelve Evening Elementary Schools, five Evening Drawing Schools, a special school on

---

<sup>1</sup> June 30, 1898.

Spectacle Island, twenty-four Manual Training Schools, and twenty-one Schools of Cookery.

#### STATISTICS.

The statistics of the public schools are returned to the Superintendent semi-annually in the months of January and June, so that the statistics printed in the annual reports of the Board, issued usually in December, are for the year ending the preceding June. Those given below are for the year ended June 30, 1898.

Number of children in Boston between the ages of five and fifteen, May 1, 1898	83,097
Number reported as attending public schools	63,493
Number reported as attending private schools	12,681
Whole number of different pupils registered in the public schools during the year 1898: boys, 43,672; girls, 41,648; total	85,320

#### REGULAR SCHOOLS.

##### *Normal School.*

Number of teachers	13
Average number of pupils belonging	279
Average attendance	270

##### *Latin and High Schools.*

Number of schools	11
Number of teachers	184
Average number of pupils belonging	4,812
Average attendance	4,545

##### *Grammar Schools.*

Number of schools	57
Number of teachers	889

Average number of pupils belonging . . . . .	36,888
Average attendance . . . . .	34,111

*Primary Schools.*

Number of schools . . . . .	552
Number of teachers . . . . .	556
Average number of pupils belonging . . . . .	29,032
Average attendance . . . . .	25,617

*Kindergartens.*

Number of schools . . . . .	68
Number of teachers . . . . .	133
Average number of pupils belonging . . . . .	3,926
Average attendance . . . . .	2,898

SPECIAL SCHOOLS.<sup>1</sup>*Horace Mann School for the Deaf.*

Number of teachers . . . . .	13
Average number of pupils belonging . . . . .	111
Average attendance . . . . .	97

*Evening Schools.*

Number of schools . . . . .	13
Number of teachers . . . . .	186
Average number of pupils belonging . . . . .	5,685
Average attendance . . . . .	3,835

*Evening Drawing Schools.*

Number of schools . . . . .	5
Number of teachers . . . . .	26

<sup>1</sup> There are twenty-four Manual Training Schools and twenty-one Schools of Cookery, but as the pupils of the regular public schools attend them, they are not included in these tables.

Average number of pupils belonging . . . . .	499
Average attendance . . . . .	374

*Spectacle Island School.*

Number of teachers . . . . .	1
Average number of pupils belonging . . . . .	22
Average attendance . . . . .	19

RECAPITULATION.

Number of schools :

Regular . . . . .	689
Special . . . . .	20

Number of teachers :

In regular schools . . . . .	1,775
In special schools . . . . .	226

Average number of pupils belonging :

In regular schools . . . . .	74,937
In special schools . . . . .	6,317

Average attendance :

In regular schools . . . . .	67,441
In special schools . . . . .	4,325

EXPENDITURES.

Early in the year it came to the knowledge of the School Committee that a bill was pending in the Legislature, the passage of which would transfer from the City Council to the School Committee the power to make appropriations for the support of the public schools, and for the repair and alteration of school buildings, which appropriations should bear a definite

relation to the average valuation of taxable property in the city as ascertained under the provisions of chapter 178 of the Acts of 1885. This bill also made it compulsory upon the School Committee to regulate its expenditures so as to bring them within the limits of the appropriations.

At the meeting of March 22, the Committee on Accounts in a report referring to this bill stated that not less than \$2.80 on a thousand of the average assessed valuation of the city for the past five years would be needed to meet the net running expenses of the schools for the present financial year, \$2.90 for the financial year 1899-1900, after which \$3.00 at least would be required for subsequent years. The Legislature, however, saw fit to fix the limit of expenditure for the financial year ending January 31, 1899, at \$2.80; for the following year at \$2.85, and for subsequent years at \$2.90, thus largely reducing the estimated amount necessary for the proper support of the public schools. The Act referred to is printed in full in the Appendix to this report. (*See* page 45.)

Under the former system the School Committee annually transmitted to the City Council estimates in detail of the amount required to meet the expenses of the public schools for the ensuing financial year, exclusive of the cost for the construction of new buildings. The amount granted by the City Council, on the recommendation of the Mayor, was usually considerably less than that stated by the School Committee to be necessary for the proper support of the schools, and the former body towards the close of each financial year upon being advised by the School

Committee of the need of additional funds, provided the required amount.

It is a source of regret, however, that the recommendations of the School Committee with regard to the amount necessary for the proper support of our schools, have not been adopted by the Legislature, and your committee view with some apprehension the probable necessity for retrenchment in directions which will bear in a greater or less degree upon our faithful and efficient corps of instructors.

In accordance with this Act, the School Committee at the meeting of May 24 passed an order appropriating the sum allowed by law, namely \$2,700,589 for the support of the public schools for the financial year ending January 31, 1899, of which amount \$2,664,589 was included by the Board of Assessors in the total amount to be raised by taxation, and the balance of \$36,000 was appropriated from the estimated income to be received during the year. The average valuation, which formed the basis for computing the sum thus appropriated for the maintenance of the public schools during the current year, was \$951,638,949, of which the School Committee was entitled to \$2.80 on each thousand dollars. The Act also provides that of the total amount authorized not less than twenty-five cents upon each thousand dollars of said average valuation shall be expended only for such repairs and alterations upon school buildings as the School Committee shall order. The amount required to be devoted to such purposes during the current year is \$237,909, but on account of the urgent necessity for liberal expenditures in this direction, the minimum amount stipulated in the Act was increased by about

\$12,000, and \$250,000 appropriated for repairs and alterations.

The following table shows the expenditures made for carrying on the schools, exclusive of furniture, repairs, and new school-houses, since the reorganization of the Board, a period of twenty-one years and nine months:

YEAR.	Expenditures.	Income.	Net Expenditures.	No. of Pupils.	Rate per Pupil.
1876-77 . . . .	\$1,525,199 73	\$21,999 03	\$1,503,200 70	50,308	\$29 88
1877-78 . . . .	1,455,687 74	30,109 31	1,425,578 43	51,759	27 54
1878-79 . . . .	1,405,647 60	32,145 54	1,373,502 06	53,262	25 79
1879-80 . . . .	1,416,852 00	49,090 28	1,367,761 72	53,981	25 34
1880-81 . . . .	1,413,763 96	73,871 08	1,339,892 88	54,712	24 49
1881-82 . . . .	1,392,970 19	69,344 08	1,323,626 11	55,638	23 79
1882-83 . . . .	1,413,811 66	73,278 56	1,340,533 10	57,554	23 29
1883-84 . . . .	1,452,854 38	79,064 66	1,373,789 72	58,788	23 37
1884-85 . . . .	1,507,394 03	39,048 26	1,468,345 77	59,706	24 59
1885-86 . . . .	1,485,237 20	31,213 34	1,454,023 86	61,259	23 74
1886-87 . . . .	1,485,313 29	33,388 28	1,451,955 01	62,259	23 32
1887-88 . . . .	1,536,552 99	37,092 81	1,499,460 18	62,226	24 10
1888-89 . . . .	1,596,949 08	39,585 52	1,557,363 56	64,584	24 11
1889-90 . . . .	1,654,527 21	39,912 30	1,614,614 91	66,003	24 46
1890-91 . . . .	1,685,360 28	41,209 06	1,644,151 22	67,022	24 53
1891-92 } nine months . . . .	1,295,981 34	30,757 31	1,265,224 03	67,696	18 69
1892-93 . . . .	1,768,985 64	37,578 66	1,731,406 98	68,970	25 10
1893-94 . . . .	1,822,052 26	40,709 13	1,781,343 43	71,495	24 92
1894-95 . . . .	1,885,537 38	38,604 35	1,846,933 03	73,603	25 09
1895-96 . . . .	1,964,760 76	39,181 66	1,925,579 10	74,066	25 79
1896-97 . . . .	2,077,377 56	39,500 83	2,037,876 73	78,167	26 07
1897-98 . . . .	2,254,505 50	42,287 16	2,212,218 34	81,638	27 10

From the above table it will be seen that the running expenses, exclusive of repairs, were \$1.03 more per pupil than for the previous year.

The following table shows the cost of repairs made and furniture provided since 1876-77:

YEAR.	Expenditures.	Income.	Net Expenditures.	No. of Pupils.	Rate per Pupil.
1876-77 . . . .	\$165,876 72	. . . . .	\$165,876 72	50,308	\$3 30
1877-78 . . . .	126,428 35	. . . . .	126,428 35	51,759	2 45
1878-79 . . . .	114,015 32	. . . . .	114,015 32	53,262	2 14
1879-80 . . . .	98,514 84	. . . . .	98,514 84	53,981	1 82
1880-81 . . . .	145,913 55	\$205 00	145,708 55	54,712	2 66
1881-82 . . . .	178,008 88	247 50	177,761 38	55,638	3 19
1882-83 . . . .	189,350 83	231 00	189,119 83	57,554	3 29
1883-84 . . . .	186,852 18	300 00	186,552 18	58,788	3 17
1884-85 . . . .	198,059 11	526 50	197,532 61	59,706	3 31
1885-86 . . . .	188,435 63	137 50	188,298 13	61,259	3 07
1886-87 . . . .	171,032 71	235 92	170,733 79	62,259	2 74
1887-88 . . . .	243,107 89	221 00	242,886 89	62,226	3 90
1888-89 . . . .	251,736 17	153 00	251,583 17	64,584	3 90
1889-90 . . . .	262,208 75	850 20	261,358 55	66,003	3 96
1890-91 . . . .	263,860 16	208 00	263,652 16	67,922	3 94
1891-92 . . . } nine months	205,344 27	595 50	204,748 77	67,696	3 02
1892-93 . . . .	221,905 53	165 00	221,740 53	68,970	3 22
1893-94 . . . .	190,465 06	. . . . .	190,465 06	71,495	2 66
1894-95 . . . .	214,252 47	25 00	214,227 47	73,603	2 91
1895-96 . . . .	250,107 13	. . . . .	250,107 13	74,666	3 35
1896-97 . . . .	225,973 76	937 68	225,036 08	78,167	2 88
1897-98 . . . .	229,941 27	. . . . .	229,941 27	81,638	2 81

The foregoing tables include all the running expenses of the schools, and form the basis for computing the rate per pupil. The total running expenses, compared with those for 1896-97, show an increase in the rate of ninety-six cents per pupil.

## SALARIES.

In 1896 a new schedule of salaries was adopted, the full effect of which will not be attained until near the close of the year 1900, when the teachers who were paid the maximum salaries under the old schedule, will have received the maximum under the new.

In order to show to some extent, the increase in school expenses occasioned by the new schedule which went into effect September 1, 1896, the following facts are presented:

Salaries paid instructors for a period of two years from September 1, 1892, to September 1, 1894 . . .	\$2,961,471 19
Two years from September 1, 1894, to September 1, 1896 . . .	3,190,454 10
Two years from September 1, 1896, to September 1, 1898 . . .	3,685,832 70

The increase for the two years from September 1, 1894, to September 1, 1896, as compared with the two years previous, under the old salary schedule, occasioned by the natural yearly growth of the schools, amounted to \$228,982 91.

The increase for the two years from September 1, 1896, to September 1, 1898, as compared with the two years previous, under the new schedule, amounted to \$495,378 60; showing an excess of \$266,395 69, which could properly be charged to the effects of the new salary schedule. It has resulted in an annual increase in expenses of about \$133,000 for the past two years.

The passage of chapter 400 of the Acts of 1898, which has already been referred to, rendered it necessary to effect a large saving in current expenditures, as was shown by a report submitted by the Committee on Accounts at the meeting of July 26, the estimated expense for the year ending August 31, 1899, being in excess of the available appropriation by the sum of \$30,304. It should be stated that this deficit, and the consequent danger that the salaries of instructors would be affected thereby, had been foreseen by the School Committee when, at the meeting of March 22, a protest was entered against the passage of any bill that would prevent the committee from carrying out their agreement with the instructors in the public schools, as expressed in the schedule of salaries adopted in the summer of 1896.

To meet this emergency, and in the hope that the Legislature would, at its next session, afford the relief needed and thereby obviate the necessity of adopting a new schedule, the salary of every person (Superintendent, Supervisors, Secretary, Auditing Clerk, Instructors, Janitors, etc.) in the employ of the School Committee was reduced ten per cent. from the amount due for the month of August, 1899, with the exception of those whose salaries for that month would be less than \$60, and the compensation allowed to training teachers of \$0.50 for each day of actual service during the preceding year, was discontinued. The Committee on Salaries, in presenting their report, recommended that the amount thus deducted from the salary of each individual for the month of August, 1899, be added to his or her salary for the month of September, 1899,

provided favorable legislative action should be taken in the meantime.

Should the Legislature refuse to increase the limit governing the amount available for the support of the public schools, some action must be taken by the School Committee to reduce expenses, as it is not at all probable that the schools can be maintained on the present basis as regards salaries, etc., and keep within the present legal limit.

#### THE NEW RULES.

In reviewing the events of the past year the adoption of a new set of Rules involving radical and sweeping changes in a system which had remained substantially the same since the reorganization of the present School Committee in 1876, twenty-two years ago, should not be overlooked.

Under the former organization the executive work of the School Committee was vested largely in sub-committees who had charge of schools in the different sections of the city and of special subjects and classes. These sub-committees, until within a recent period, in addition to other executive responsibilities, had the power of recommending to a Committee on Nominations, which in turn transmitted their recommendations to the Board, all appointments of directors, principals and other instructors. But in 1897 a change was made by which the Board of Supervisors was required to recommend to the committee in charge, in writing, a candidate for any vacancy in the teaching force, which recommendations, whether adopted by the committee or not, had to be submitted to the Board. Under the new Rules the appointing power is vested in the

Superintendent, subject only to the approval of the Board.

A detailed statement of all the changes made would far exceed the limits of the space that can be devoted to the subject in this report. A brief summary of the more important features follows, and additional information may be readily obtained by examination of the latest edition of the Rules and Regulations. (School Document No. 11, 1898.)

1. *Superintendent:*

(a.) The Superintendent appoints, removes and transfers all directors, principals and instructors subject to the approval of the Board, except in the case of temporary teachers, whom he may appoint for a term not exceeding two months, merely reporting the fact of such appointment to the Board. Before making these appointments he is required to consult with members of the Board of Supervisors, and in the case of subordinate instructors with the principal of the school, if any, to which the action relates, and with the appropriate director if the action relates to his or her department. These appointments, transfers and removals lie upon the table for two weeks before action is taken thereon, and objections thereto are considered in executive session. The Superintendent also grants leaves of absence to instructors, subject to the approval of the Board, in the same manner, but is empowered to grant such leave for a limited period upon his own authority.

(b.) He is given the right to take part in debates in the full Board, except when by a three-fourths vote the Board goes into exclusive executive session.

(c.) No proposal to change the courses of study can be acted upon by the Board, nor the programme of a

special study put into use in any school, until it has been reported upon by him.

(d.) He is required to report upon all propositions for changes in the Regulations of the schools before they are acted upon by the Board.

(e.) He retains all the powers as Chairman of the Board of Supervisors that he had under the old rules, and is made the general executive of the Board in all matters pertaining to instruction, not otherwise provided for.

### *2. Powers of Supervisors :*

(a.) The Board of Supervisors are required to report in writing upon every proposition for the introduction of a text-book, book of reference, globe, map or chart before it is approved by the Board.

(b.) They retain the control, recently vested in them, of examinations both of teachers and pupils.

(c.) When not acting as a Board, the Supervisors are required to perform such duties as the Superintendent shall direct.

### *3. School-house Agent :*

(a.) The Rules provide for the election of a School-house Agent, who is to be the general executive officer of the Board in all matters relating to the construction, maintenance and repairs of school-houses, and who is required to give a bond conditioned for the faithful performance of his duties.

(b.) He is, under the direction of the Committee on New Buildings and of the Committee on School Houses, to supervise all construction and repairs, whether carried on under an architect employed by the Board, or otherwise, and generally see that contracts are fulfilled.

(c.) He is to purchase school furniture under the direction of the Committee on School Houses.

(d.) He is to execute in the name of the Board all contracts authorized by the Board.

(e.) He is to supervise janitors, and to report negligence or inefficiency on their part, but is not to interfere with the control of the principals of the schools over janitors.

(f.) He may order minor repairs on school buildings at such expense in the aggregate as may from time to time be determined.

The position of School-house Agent has not yet been filled, awaiting a final settlement of the question whether or not the School Committee shall have the power to make, by means of its own officials, the necessary repairs and alterations upon school buildings.

#### 4. *Changes in Committees:*

The Committees on Elections, Examinations, Kindergartens, Manual Training, Music and Nominations have been abolished. The powers of Division Committees are practically restricted to visiting the various schools assigned to them, and reporting upon their condition. The other duties formerly vested in these committees have been given to the Superintendent. They may also by written permits transfer pupils from one district to another.

The duties of the Committee on School Houses have been divided, and a new committee created under the name of the Committee on New Buildings to which is assigned the general supervision of the construction of all new school-houses, of additions to old buildings, and the initiative with regard to the selection of sites for school purposes, while the

Committee on School Houses retain the general supervision of the care, repair, furnishing, warming, cleaning and ventilation of the several school-houses. The control of janitors has also been transferred from the Committee on Accounts to the Committee on School Houses, who appoint and discharge these employés subject to the approval of the Board, and make such regulations for their government as they deem necessary.

The powers of these two committees have been very carefully defined, particularly with regard to contracts for new buildings and the expenditure of money for repairs, alterations, and the hiring of temporary accommodations, all of which, with a few minor exceptions, must be submitted to the Board for approval.

It is made the duty of the Committee on Legislative Matters to watch over legislation which may affect the schools, and make reports thereon to the Board. They have no authority to represent the Board before the Legislature except under special instructions.

The old Committee on Text-Books is made the Committee on Courses of Study and Text-Books, but recommendations as to courses of study come to it from the Superintendent, and as to text-books, from the Board of Supervisors.

The powers of the Committee on Accounts are increased. They are required to report each year a budget of expenditure divided by objects, and no officer or committee shall expend for any object a greater sum than that provided in the budget and approved by the Board. This gives this committee,

as the Finance Committee of the Board, an effective control over the expenditures of other committees. But as already stated the control of janitors has been transferred from this committee to the Committee on School Houses in order that one committee may be held responsible for the condition of school-house accommodations.

Thus it will be seen that the executive work of the Board has been transferred from sub-committees, which do not act as public bodies, into the hands of executive officers, whose acts are subject to approval by the full Board at its regular public sessions, while such duties of any importance as are still assigned to sub-committees must be reported to, and receive the approval of the Board.

The Regulations, which apply to the duties of directors, principals, instructors and other persons in the service of the Board, as distinguished from the Rules, which relate to the duties of members of the Board and its officers, remain substantially unchanged.

#### HIGH SCHOOL COMMERCIAL COURSE.

The commercial course of study for High Schools which was formally adopted by the Board in 1897, was put into effect with the beginning of the term in September last under very favorable auspices. This course is for two years and includes instruction in phonography, typewriting, elements of mercantile law, book-keeping, commercial geography and arithmetic, and is designed to afford full equipment for pupils who desire to fit themselves for active business life. Special teachers of recognized ability and long experience have been added to the corps of instructors in these schools

where necessary, and the results to be obtained will be awaited with great interest. The following statement shows the number of pupils who are now taking this course in the several High Schools:

Charlestown High School	.	.	.	45
Dorchester High School	.	.	.	60
East Boston High School	.	.	.	63
English High School	.	.	.	72
Girls' High School	.	.	.	146
Roxbury High School	.	.	.	100

#### THE NORMAL SCHOOL.

The question of surrendering the Boston Normal School to the control of the State has again been agitated, and a general public interest in the matter awakened, during the year 1898. Although this proposition is by no means new, and has been repeatedly discussed since the establishment of the school in 1852, the latest active consideration of the problem began in 1895, when at the meeting of December 24, the Committee on the Normal School, with the Superintendent and Supervisors, were directed to consider and report which of the following propositions they approved, and to give their views upon the subject:

*First.*—To erect a Normal School building on the Rice Training School grounds or elsewhere in the city. To petition the Legislature to indemnify the city of Boston for the cost of maintaining a Normal School under the control of the city.

*Second.*—To petition the Legislature to erect and maintain a Normal School building within our city limits.

Pending the presentation of the report thus called for, a special committee of five was appointed on September 22, 1896, "to consider and report upon the expediency of petitioning the Commonwealth to assume charge of the Boston Normal School." At the final meeting of the Board of that year this committee presented a report, the final paragraph of which we quote.

"One thing, however, your committee desire to call attention to. There does not seem to be a general public sentiment in favor of surrendering the control of the school to the State. That feeling may be latent; it may spring up within the near future; certain contingencies may arise, which, if they existed now, would render another course desirable; but at this time your committee believe it inexpedient to petition the Commonwealth to assume charge of the Boston Normal School."

At the same meeting the Committee on the Normal School submitted a report upon the order referred to them in 1895, asking for an enlargement of their powers to enable them to consider the whole question of the future of this school. Each of these reports was accepted by the Board, and the whole matter indefinitely postponed by a vote of 11 to 6. Thus the matter rested until the present year when at the meeting of January 25 an order was passed instructing the Committee on the Normal School to report upon the same question. That committee presented a lengthy report upon the subject at the meeting of April 12, stating in considerable detail their reasons for recommending that the city should continue to maintain a Normal School of its own, which report was laid on the table and ordered to be printed. (School Document

No. 4, 1898.) At the meeting of May 24, the matter was taken up for consideration, and the following orders passed by a vote of 13 to 9, two members of the Board being absent.

*Ordered*, That on and after the first day of September, 1899, the Boston Normal School be discontinued.

*Ordered*, That the Secretary of the State Board of Education of the Commonwealth of Massachusetts be informed that it is the sense of this Board that a Normal School in lieu of the Normal School now maintained by the city of Boston should be established and maintained in this city by the Commonwealth of Massachusetts.

Scarcely had this step been taken when earnest efforts were begun by those who favored the continuance of the school under city control to reopen the question and induce the Board to rescind its decision to surrender the school to the control of the State. Petitions to that effect were extensively circulated and signed by prominent citizens; the Board of Aldermen adopted a resolution that it would be against the best interests of the public school system to abolish the Boston Normal School; various associations, interested in the educational interests of the city, expressed themselves to the same effect, and the agitation was continued by the public press. It was not disputed that the school lacked proper accommodations for its work and had labored for years under very serious disadvantages in this respect, but it was contended that if the question of its future could be definitely settled, a suitable building and equipment for its needs would be provided. An effort was made early in the year to obtain an appropriation of \$200,000 for the erection of

a new building, the need of which was freely conceded, but the Legislature while making provisions for additional Latin and High school accommodations failed to take favorable action with regard to the Normal School, mainly on account of the uncertainty with regard to its future control.

At the meeting of October 25, an order was introduced in the Board that the orders with regard to the discontinuance of the school which were passed May 24 be rescinded, which order was specially assigned to the next meeting for consideration. At the following meeting the order was laid on the table and was again taken up at the meeting of November 22, and after the adoption of an amendment instructing the Superintendent to ascertain the possibility of extending the City Normal School so as to include some of the surrounding cities and towns, was passed by a vote of 12 to 6.

#### TRUANCY AND SCHOOL ATTENDANCE LAWS.

In 1895 the Legislature directed the State Board of Education to investigate the subject of school attendance and truancy in the Commonwealth, with special reference to the question whether any and if so what improvements can be made in the provisions and arrangements concerning truants and absentees from school. (Chapter 47, Resolves of 1895). In accordance with this Resolve the Board of Education presented in 1896 an able and exhaustive report upon the subject, which was followed by a general reconstruction and collation of the laws relating to school attendance and truancy in the passage of chapters 494 and 496 of the Acts of 1898. It would far exceed

the appropriate limits of a report, designed only to review briefly the more important events of the past year to consider fully the scope and extent of the changes embraced in the recent legislation in this direction, but we desire to refer to the effect of one of the lately-enacted provisions which was perhaps not fully realized by those who framed the Acts referred to.

Under the new law no child under fourteen years of age can be employed in a factory, workshop or mercantile establishment. It also forbids his employment for wages while school is in session, and all employment before six in the morning and after seven in the evening.

The old law required thirty weeks' school attendance on the part of a child during the year after he had attained the age of thirteen, and allowed his employment during vacations by means of permits which were granted for a limited time under certain conditions. These provisions have been materially changed and, in our opinion, not altogether for the better.

Quite a number of children under fourteen years of age are annually graduated from our Grammar Schools, many of whom desire employment, and yet are obliged to remain in idleness until they shall have reached the age of fourteen. In June last there were more than three hundred such children, and a few cases of special hardship under the law referred to are cited as illustrations.

— — boy, graduate of Grammar School, aged thirteen years, eight months. Mother a widow, eldest brother ill with consumption. Family in needy circumstances.

— — — two boys, aged thirteen and twelve years, three younger children, mother a widow dependent upon daily labor for support, could find employment for the two elder children during vacation.

— — — boy, graduate of a Grammar School in New York, aged thirteen years, nine months, father and mother dead. Had the promise of a good position.

— — — girl, graduate of Grammar School, aged thirteen years, seven months, mother a consumptive, sister of eight years of age, dependent.

There will be many cases of children between thirteen and fourteen years of age, members of the highest grammar grade, who will have offers of employment during the summer vacation next year, which they will be unable to accept, and whose families will thereby be deprived of a source of income of considerable importance. It should be borne in mind that the circumstances of these children will not permit them to benefit by a High School course of instruction, and that so far as they are concerned it is merely a question of illness or employment, not of employment or further school education. We believe that a modification of the present law in the direction we have briefly indicated would be desirable, and not injurious to the best interests of the children concerned.

We call attention also to the change which makes attendance upon school compulsory for all children between the ages of seven (instead of eight, as heretofore) and fourteen years during the entire time (instead of thirty weeks, and without an allowance for two weeks of unexcused absence, as heretofore) the public schools are in session. With this brief

reference we must dismiss an important subject deserving of far more attention than the limits of this report permit.

#### SCHOOL ACCOMMODATIONS.

Since 1895 the annual reports have shown what has been accomplished in the furnishing of additional school accommodations from the amounts granted to the School Committee by the Legislature for the purpose, and further information with regard to the progress made in this direction is now presented.

The following table shows the various amounts granted to the School Committee by the Legislature for the building and furnishing of school-houses, and the taking of lands therefor:

	Year.	Amount.
Chapter 408 of the Acts of 1895 as amended by chapter 442 of the Acts of 1897.....	{ 1895	\$500,000 00
	1896	500,000 00
	1897 } *	650,000 00
	1898 }	650,000 00
Chapter 149 of the Acts of 1898.....	{ 1899 †	300,000 00
	1900 †	300,000 00
	1901 †	250,000 00
		<hr/> \$3,150,000 00

The following table shows the actual appropriations made by the School Committee under the Acts referred to. In a number of instances the actual expenditure was less than the appropriation, leaving an unexpended balance which was subsequently transferred to another object, and in such cases the fact is stated under the heading "Remarks." In

\* Not less than \$500,000 to be used for taking lands and erection and furnishing of high-school buildings in East Boston, South Boston, West Roxbury and Dorchester.

† For building and furnishing of High and Latin Schools, and taking lands therefor.

other instances appropriations or unexpended balances of appropriations, made by the City Council for new school-houses, or for the purchase of land for school purposes, previous to the passage of chapter 408 of the Acts of 1895, were expended under the direction of the School Committee in connection with the funds granted said committee by the Legislature, and this information is also given under the same heading. The absence of any remark indicates that the actual expenditure exhausted the appropriation:

OBJECT.	DATE OF APPROPRIATION.	AMOUNT OF APPROPRIATION.	TOTAL APPROPRIATION.	REMARKS.
Blackinton School lot, grading .....	Nov. 24, 1896, (Transfer) ...	\$4,982 00	\$4,982 00	Unexpended balance available for transfer, \$1,713.46.
Cudworth School-house, enlargement of lot .....	Feb. 25, 1896, ....	1,500 00	1,500 00	An appropriation of \$5,000.00 made by the City Council also expended for this purpose.
Cudworth School-house lot, grading .....	Nov. 23, 1897, ....	7,000 00	7,000 00	Unexpended balance available for transfer, \$227.91.
Dillaway School-house lot, grading .....	Dec. 14, 1897, ....	625 85	625 85	
Completing grading of Morton-street School-house lot .....	Feb. 11, 1890, ....	500 00	500 00	Unexpended balance of \$3,277.00 from City Council appropriation also expended for this purpose.
Morton-street School-house lot, grading .....	Dec. 13, 1898, ....	200 00	200 00	
Canterbury-street lot, grading .....	Oct. 22, 1895, ....	4,000 00	4,000 00	Unexpended balance of \$4,644.17 from City Council appropriation also available for this purpose.
Edward Everett School, grading of lot, erection of wall, etc. ....	Sept. 10, 1895, ....	5,000 00	5,000 00	Unexpended balance of \$340.39 transferred to new grammar school-house, Harris district.
Bigelow School-house, enlargement of lot, grading, etc. ....	Sept. 10, 1895, ....	25,000 00	25,000 00	Unexpended balance available for transfer, \$485.30.
William H. Kent School-house, Moulton street, Charlestown, grading and additional hand .....	( Sept. 28, 1897, ( Oct. 12, 1897, ....	4,200 00 { 2,000 00 }	6,200 00	The appropriation of Sept. 28, 1897, was for grading, and that of Oct. 12, 1897, for hand. The expended balance of \$5,000.00 from City Council appropriation also expended for the enlargement of this lot. Unexpended balance to date, \$255.71. (Two estates still unsettled.)
William Wirt Warren School-house, grading .....	Nov. 26, 1895, ....	5,000 00	5,000 00	
	{ Jan. 4, 1897, ....	{ 165 50	{ 165 50	
	{ May 25, 1897, ....	{ 176 60	{ 176 60	
Sharp School-house, enlargement of lot, grading and fencing .....	April 13, 1897, ....	2,997 96	2,997 96	

OBJECT.	Date of Appropriation.	Amount of Appropriation.	Total Appropriation.	Remarks.
Old Gibson School-house, lot enlargement, Old Gibson School-house yard, grading...	April 26, 1868...	\$5,510 08	\$5,510 08	
Old Gibson School-house, lot enlargement, Old Gibson School-house yard, grading...	Sept. 13, 1868...	500 00	500 00	Unexpended balance available for transfer, \$22.00.
Hancock School, enlargement of lot.....	June 18, 1866...	3,000 00	3,000 00	This appropriation of \$3,000.00 was subsequently transferred to New Grammar School-house, Harris District. The cost of this enlargement was met from City Council appropriation available for the purpose.
Paul Gore street, West Roxbury, site. ....	Sept. 8, 1866...	11,810 88	11,810 88	
George Putnam School-house, lot enlargement. ....	Feb. 23, 1868...	9,584 50	9,584 50	
New Primary School-house, Charlestown, site. ....	April 26, 1868...	35,812 00	35,812 00	\$10,291.40 transferred Oct. 25, 1868, to Elm street, Charlestown, Primary School-house, site. Unexpended balance to date, \$25,511.47.
Elm-street, Charlestown, Primary School-house, site. ....	Oct. 25, 1868. (Transfer.)...	10,291 40	10,291 40	
New Bowdoin School-house, furnishing and electric fixtures. ....	(Nov. 10, 1866. .... April 13, 1867. ....)	9,000 00 { 2,949 24 {	11,949 24	
Brighton High School-house, furnishing. ....	Oct. 22, 1866...	21,000 00	21,000 00	
Brighton High School-house, grading. ....	Oct. 22, 1865...	7,500 00	7,500 00	
Genesee street, School-house, furnishing (Andrews school) ....	April 28, 1866...	2,800 00	2,800 00	Unexpended balance of \$1,295.00 transferred to New Grammar School-house, Harris District.
Gilbert Stuart School-house, furnishing....	Oct. 27, 1866....	10,000 00	10,000 00	

OBJECT.	Date of Appropriation.	Amount of Appropriation.	Total Appropriation.	Remarks.
Gilbert Stuart School-house lot, grading, ... Small wooden buildings. (Meeting House Hill, Dorchester; Adams street, Dorchester; Harbor View street, Dorchester; Howard Avenue, Dorchester; H street, South Boston, ....)	Sept. 7, 1897, ....	\$8,000 00	\$8,000 00	Unexpended balance available for transfer, \$290.67.
Small wooden building, Chapman School house yard, ....	Sept. 10, 1895, .... (June 18, 1896, .... June 30, 1896, .... Jan. 4, 1897, .... (Transfer.) (Feb. 23, 1897, .... (April 28, 1896, .... Jan. 4, 1897, .... (Transfer) (Feb. 23, 1897, .... April 30, 1896, .... (Feb. 23, 1897, .... April 24, 1896, .... Nov. 10, 1896, .... Small wooden buildings, furnishing (Chapman, Hugh O'Brien, Lowell, and Prescott Districts), ....	10,000 00 500 00 2,300 00 200 00 201 81 2,000 00 39 92 337 92 2,300 00 69 52 1,500 00 228 89 7,000 00 2,000 00 478 50	10,500 00 10,500 00 2,701 81 2,437 84 2,369 52 1,728 89 7,000 00 2,478 50	Unexpended balance of \$299.92 transferred; \$200.00 to small wooden building in yard of Chapman School-house, and \$89.92 to small wooden building in yard of Hugh O'Brien School-house.
Wooden building in Hugh O'Brien School house yard, ....	April 28, 1896, .... (Transfer) (Feb. 23, 1897, .... April 30, 1896, .... (Feb. 23, 1897, .... April 24, 1896, .... Nov. 10, 1896, .... Nov. 10, 1896, ....	2,000 00 39 92 337 92 2,300 00 69 52 1,500 00 228 89 7,000 00 2,000 00 478 50	2,437 84 2,437 84 2,437 84 2,437 84 2,437 84 2,437 84 2,437 84	Unexpended balance of \$615.42 transferred to Longfellow School-house, furnishing.
Wooden building in yard of Monroe street Primary School-house, ....	Oct. 27, 1896, .... (March 23, 1897, .... April 12, 1898, ....	2,000 00 478 50 2,700 00	2,478 50	Unexpended balance available for transfer, \$0.23.

OBJECT.	DATE OF APPROPRIATION.	AMOUNT OF APPROPRIATION.	TOTAL APPROPRIATION.	REMARKS.
Wooden building in yard of Frothingham School-house.....	April 12, 1898...	\$2,700 00	\$2,700 00	Unexpended balance available for transfer, \$4.06.
Wooden building in yard of Morton-street School-house.....	April 26, 1898...	2,700 00	2,700 00	Unexpended balance to date, \$100.03.
Wooden building in yard of old Gibson School-house.....	April 26, 1898...	2,700 00	2,700 00	Unexpended balance to date, \$96.13.
Wooden buildings, furnishing (Noble, Frothingham, Morton-street and old Gibson School-house yards).....	Oct. 25, 1898...	1,800 00	1,800 00	Unexpended balance to date, \$6.61.
Wooden buildings, heating (Noble, Frothingham, Morton-street, and old Gibson School-house yards) .....	Oct. 11, 1898.....	1,200 00	1,200 00	
Lewis School-house, alterations .....	July 9, 1895.....	10,000 00	10,000 00	Unexpended balance of \$17.55 transferred to New Grammar School-house, Harris District.
Rice School-house, alterations .....	Sept. 10, 1895.....	10,000 00	10,000 00	Unexpended balance of \$60.13 transferred to New Grammar School-house, Harris District.
Theftford-street School-house, addition.....	Feb. 25, 1896.....	35,000 00	35,000 00	
Alston Club-house, land and building.....	Sept. 10, 1895.....	20,000 00	20,000 00	
(Washington Alston Annex) .....	Oct. 8, 1895.....	1,000 00	1,000 00	
Alston Club-house, furnishing.....	Sept. 8, 1896.....	1,100 00	1,100 00	
(Washington Alston Annex) .....	Feb. 23, 1897.....	42 29	42 29	
			1,142 29	

OBJECT.	DATE OF APPROPRIATION.	AMOUNT OF APPROPRIATION.	TOTAL APPROPRIATION.	REMARKS.
Beech-street Primary Schoolhouse, (Phineas Bates School).....	July 9, 1855, { Nov. 26, 1855, { June 9, 1866, { Mar. 23, 1857, {	§20,000.00 { 7,500.00 { 2,175.00 { 558.58 {	§30,233.58	
Beech-street Primary Schoolhouse, furnishing. (Phineas Bates School).....	Oct. 27, 1866, { April 13, 1857, {	1,000.00 { 179.30 {	1,179.30	
Primary Schoolhouse, Harvest street, Ward 15. (Roger Clap School).....	Nov. 26, 1855, {	10,000.00 {	10,000.00	An appropriation of \$70,000.00 made by the City Council also expended for this purpose. Cost of site met from same appropriation.
Roger Clap Schoolhouse, furnishing.....	Oct. 27, 1866, { April 13, 1867, {	5,000.00 { 2,632.04 {	7,632.04	
School Building, Roslindale, west of the railroad. (Longfellow School).....	Sept. 26, 1855, { Sept. 7, 1867, { Dec. 14, 1867, {	70,000.00 { 6,000.00 { 3,000.00 {	79,000.00	Unexpended balance available for transfer, \$133.19.
Longfellow Schoolhouse, furnishing.....	Sept. 7, 1867, { April 12, 1868, { (Transfer) {	10,000.00 { 645.62 {	10,645.62	
School house site, West of railroad, Roslindale. (Longfellow School).....	Oct. 8, 1865,	9,200.00	9,200.00	Unexpended balance available for transfer, \$911.90.
Robinson street Schoolhouse. (Benjamin Clushing School).....	March 24, 1866,	65,000.00	65,000.00	Unexpended balance available for transfer, \$7,333.87. \$8,400.00 from City Council appropriation also expended for this purpose.

OBJECT.	DATE OF APPROPRIATION.	AMOUNT OF APPROPRIATION.	TOTAL APPROPRIATION.	REMARKS.
Robinson street School house, furnishing (Benjamin Cushing School).....	Nov. 9, 1897...	\$7,000 00	\$7,000 00	Unexpended balance to date, \$2,234.87.
New Primary School-house, Vernon street, Roxbury.....	{ Feb. 25, 1896... Jun. 4, 1897... Nov. 25, 1897... (April 12, 1898... Dec. 14, 1897... Nov. 10, 1896... Nov. 25, 1897... (April 12, 1898... Nov. 9, 1897... (Sept. 22, 1896... (Feb. 9, 1897... Nov. 26, 1895... Jan. 4, 1897... Jan. 4, 1897... (Transfers)... Nov. 25, 1897... (April 12, 1898... Nov. 9, 1897... (Oct. 27, 1896... April 13, 1897... (Nov. 8, 1898... Nov. 9, 1897... (Oct. 27, 1896... April 13, 1897... (Nov. 8, 1898...	{ 50,000 00 15,000 00 14,000 00 2,000 00 5,000 00 60,000 00 6,300 00 1,016 47 10,000 00 75,000 00 70,000 00 90,000 00 4,919 73 10,549 33 13,000 00 6,000 00 12,000 00 100,000 00 60,000 00 5,000 00	{ \$5,000 00 \$5,000 00	Unexpended balance to date, \$165.60. An appropriation of \$45,000.00 made by the City Council also expended for this purpose. Unexpended balance to date, \$3,957.62. Unexpended balance available for transfer, \$9,046.57. Unexpended balance to date, \$142.26.
New Primary School-house, Vernon street, furnishing.....				
West End Primary School-house, (Mayhew School).....				
Mayhew School-house, furnishing.....				
West End School-house, site, (Mayhew School).....				
New Grammar School-house, Harris Dis- trict, (Mary Hemenway School).....				
New Grammar School-house, Harris Dis- trict, furnishing, (Mary Hemenway School).....				
Paul Revere School-house.....				Account still open.

OBJECT.	Date of Appropriation.	Amount of Appropriation.	Total Appropriation.	Remarks.
Paul Revere School-house, furnishing.....	Sept. 27, 1898.	\$7,000 00	\$7,000 00	Contracts recently awarded.
New Primary School-house, North End, site. (Paul Revere School).....	{ July 9, 1895. March 23, 1897. { Dec. 14, 1897. 50,350 31)	{ 100,000 00 100,000 00 50,350 31)	.....	Unexpended balance to date, \$80,435.86. (Two estates still unsettled.)
		\$250,350 30		
	Jan. 4, 1897. Transferred to Elm-street Primary School-house site.	35,812 00	215,178 30	
Quincy-street School-house, addition.....	April 26, 1898..	\$72,000 00	72,000 00	Appropriation transferred: \$16,850.26 to New Grammar School-house site, Quincy and Perth streets, Dorchester, and \$5,149.74 to New Grammar School-house, Quincy and Perth streets, Dorchester.
New Primary School-house, Webster ave.,	April 26, 1898..	50,000 00	50,000 00	Contracts for this building recently executed.
New Primary School-house, Bakr street,	April 26, 1898..	30,000 00	30,000 00	Contracts for this building recently executed.
New Primary School-house, Forest Hills.....	{ April 26, 1898.. { Sept. 27, 1898.. 2,510 00 )	30,000 00 ) 2,510 00 )	32,500 00	Contracts for this building recently executed.
New School-house, Forest Hills, site .....	April 28, 1896..	9,000 00	9,000 00	
New Primary School-house, Warren Dis- trict .....	April 26, 1898..	50,000 00	50,000 00	No contract made under this appropriation.
New Primary School-house, Munroe street,	{ April 26, 1898.. Dec. 25, 1898.. 1,888 15 )	50,000 00 ) 1,888 15 )	51,888 95	Contracts for this building recently executed.
New Primary School-house, Thomas N. Hart District.....	April 26, 1898..	50,000 00	50,000 00	Contracts for this building recently executed.

OBJECT.	DATE OF APPROPRIATION.	AMOUNT OF APPROPRIATION.	TOTAL APPROPRIATION.	REMARKS.
Bowditch School-house, addition .....	Aug. 10, 1808...	\$13,000 00	\$13,000 00	Contracts still open.
New Grammar School-house, Quincy and Perth streets, Dorchester, site .....	Nov. 8, 1808 (Transfer.)	16,850 26	16,850 26	
New Grammar School-house, Quincy and Perth streets, Dorchester .....	Dec. 27, 1808 (Transfer.)	81,255 84	81,255 84	Contract for building about to be executed.
West Roxbury High School-house, addition .....	Dec. 14, 1807...	150,000 00	150,000 00	Work on this building is unfinished.
Dorchester High School-house .....	Dec. 14, 1807...	42,000 00	42,000 00	Contract for this building recently executed.
Site for new Dorchester High School-house .....	{ Nov. 26, 1805... { June 18, 1806... 12,000 00 }	24,000 00 36,000 00	60,000 00	Unexpended balance of \$11,982.00 transferred; \$6,000.00 to New Grammar School-house, Harris District, and \$5,382.10 to Blackinton School lot, grading. An appropriation of \$12,000.00 made by the City Council also expended for this purpose.
East Boston High School-house .....	July 19, 1808...	200,000 00	200,000 00	Contract for this building recently executed.
East Boston High School-house, site .....	{ Dec. 14, 1807... { April 12, 1808... 5,180 27 }	58,000 00 44,819 73	63,180 27	
South Boston High School-house .....	Aug. 19, 1808 ..	50,000 00	50,000 00	Contract for this building recently executed.
South Boston High School-house, site .....	Oct. 22, 1805...			Unexpended balance of \$26,106.14 transferred to New Grammar Schoolhouse, Quincy and Perth streets, Dorchester.

The following table shows very concisely what has been accomplished in the direction of additional Grammar and Primary accommodations since the passage of chapter 408 of the Acts of 1895.

Grammar Buildings.	Primary Buildings.	Small Wooden Buildings.	Number of Rooms.	REMARKS.
-	1	-	4 .....	Phineas Bates School-house, completed and occupied.
1	-	-	3 .....	Allston Club-house purchased. Annex to Washington Allston School.
1	-	-	13 and hall ....	Mary Hemenway School-house, completed and occupied.
1	-	-	10 and hall ....	Longfellow School-house, completed and occupied.
1	-	-	10 and hall ....	Roger Clap School-house, completed and occupied.
1	-	-	15 and hall ....	Quinney and Perth streets, Dorchester, about to be placed under contract.
-	1	-	2 .....	*Aberdeen District School-house, completed and occupied.
-	1	-	8 .....	Benjamin Cushing School-house, completed and occupied.
-	1	-	10 .....	Vernon and Auburn street school-house, completed and occupied.
-	1	-	14 .....	Mayhew School-house, completed and occupied.
-	1	-	18 .....	Paul Revere School-house, completed.
-	1	-	4 .....	Baker street School-house, recently placed under contract.
-	1	-	4 .....	Forest Hills School-house, recently placed under contract.
-	1	-	8 .....	Thomas N. Hart District School-house, recently placed under contract.
-	1	-	8 .....	Webster-avenue School house, recently placed under contract.
-	1	-	8 .....	Munroe-street School-house, recently placed under contract.
-	-	14	23 .....	Located in different sections of the city.
-	1	-	4 .....	Thetford-street School-house, addition.
5	12	14	166 and 4 halls.	

\*Entire cost met from appropriation made by City Council.

In addition, nearly \$10,000 has been expended on alterations of the Rice School-house, about the same amount on the Lewis School-house, and an addition of two rooms to the Bowditch School-house is practically completed, the cost of which will amount to about \$13,000.

A number of school-house lots have been enlarged, and new sites acquired for school purposes, a list of which, together with certain facts in connection with each parcel is given in the following table.

In a number of instances, however, before the passage of an order by the School Committee requesting the Board of Street Commissioners to take a parcel of land, written or oral options had been secured from the owners at certain prices, and these prices were, in every case but one, the prices which were subsequently agreed to by the owners and the Board of Street Commissioners. Such estates are designated by a \* in the table which follows. This table does not show in a number of instances the excess in the price paid over the assessed value of certain lots, for the reason that only a portion of a parcel assessed for a certain amount has been taken, and there is no way of determining the assessed value of that particular portion apart from the remainder of the property.

SCHOOL.	Location.	Title ob- tained by	Assessed Valuation.	Price Paid.	Excess of Cost over Assessed Valuation.	Remarks.
Aberdeen Primary.....	Chestnut Hill avenue and Cliswick road.	Taking...	22,600 ft., taxed \$29,000 [40c.] 25,000 ft., taken on corner....	* \$13,750 00	.....	This site was held for from an appropriation made by City Council.
Bigelow.....	West Fourth, E and Silver streets.....	" .....	\$15,200	* 20,000 00	\$4,800 00	
Washington Alston ..	Cambridge street .....	" .....	12,400	* 21,000 00	\$900 00	Includes "Alston Club- house."
Edward Everett.....	Willis and Bakers- field streets.....	Deed of gift.....	.....	1 00	.....	
Roger Clap.....	Harvest street.....	Taking...	26,628 ft., taxed \$8,000 [30c.] 21,545 ft taken .....	* 9,477 50	.....	This price includes taxes for 1855, amounting to \$58.00.
Cudworth.....	Paris street, East Boston .....	" .....	10,000 ft., and buildings, taxed \$1,500, 5,000 ft, and buildings taken .....	6,500 00	.....	
William H. Kent.....	Pine and Vine streets.	" .....	B. F. Brown, mortgagee, \$2,000. Jeremiah Minehan..... 2,900. Catherine Field..... 3,000. Person unknown (passageway)	Unsettled, \$1,800 00 Unsettled, " .....	3,900 00	
Hancock .....	Salter place.....	" .....	3,550 ft. and buildings, taxed \$18,410, 375 ft, and one small building taken .....	\$3,000 00	.....	

SCHOOL.	Location.	Title obtained by	Assessed Valuation.	Price Paid.	Excess of cost over Assessed Valuation.	Remarks.
Longfellow .....	South, Walter and Hewlett streets....	Taking...	1 parcel, \$3,200..... 1 parcel, 1,800.....	* \$4,700 00 * \$3,588 10	\$1,500 00 1,788 10	** Settlement authorized by Board of Street Commissioners, under advice of Law Department, for \$3,101.35 and interest to March 25, 1868, amounting to \$400.03.
Dorchester High .....	Centre and Lithgow streets and Talbot avenue .....	" .....	185,000 ft., taxed for \$26,000 [about 14c.]; 60,000 ft. front and taken .....	*36,000 00		Settlement authorized by Board of Street Commissioners under advice of Law Department. Price paid includes \$17.44 costs.
Paul Revere .....	18 Bonnet avenue... 4-12 Bennett avenue 51-53 Princes street 2, 3, 4, Murray place 57 Prince street .....	" .....	\$1,500 00 23,700 00	\$7,5017 41	51,317 41	Unsettled.
Mayhew .....	39-61 Prince street... 63 Prince street..... 67 Prince street..... 11 Allen street .....	" .....	14,400 00 16,000 00 5,000 00	"	\$12,500 00	Unsettled.
	9 Allen street .....	" .....	9,700 00	9,700 00	7,000 00	Part of these est. rates
	7 Allen street .....	" .....	9,600 00	9,600 00	5,000 00	of these est. rates
	5 Allen street .....	" .....	9,600 00	9,600 00	6,500 00	Part of these est. rates
	3 Allen street .....	" .....	9,600 00	9,600 00	7,000 00	Part of these est. rates
	1 Allen street .....	" .....	10,300 00	10,300 00	7,800 00	Part of these est. rates

SCHOOL.	LOCATION.	TITLE OBTAINED BY	ASSESSED VALUATION.	PRICE PAID.	EXCESS OF COST OVER ASSESSED VALUATION.	REMARKS.
Mayhew ( <i>continued</i> ).	88 Chambers street...	Taking...	\$8,400 00	\$17,000 00	\$8,600 00	
	90 Chambers street...	"	5,800 00	12,000 00	6,400 00	
	94½ Chambers street...	"	5,500 00	11,570 45	6,070 35	
	2 Poplar street....	"	5,100 00	9,850 00	4,750 00	
	8 Poplar street....	"	4,400 00	7,356 76	3,136 76	
	Passageway, owner unknown....	"				
	10 Poplar street....	"	6,400 00	11,447 33	4,847 33	
	12 Poplar street....	"	6,100 00	10,500 00	4,400 00	
	14 Poplar street....	"	6,000 00	12,728 39	6,728 39	
	Easement in 14 Poplar street....	"		\$3,000 00		
Unnamed .....	Paul Gore street....	"	6,100 00	*11,810 88	5,710 88	
	Anderson street....	"	1,326 ft., taxed at \$2,800 [§2,75]; 276 ft., taken.....	1,900 00		
William Wirt Warren.	Mackin street....	"	36,450 ft., taxed \$4,900 [13½c.]			
	Washington Allston...	Cambridge street....	9,137 ft., taken.....			Unsettled.
Forest Hills Primary.	Walk Hill street....	"	12,823 ft., taxed \$3,200 [25c.]	"		
	Gilbert Stuart.....	Dorchester avenue...	4,169 ft., taken.....			
			49,589 ft., taxed \$29,900 [6c.]	* \$9,000 00		
			30,000 ft., taken.....			
			12,179 ft., taxed \$4,900 [46c.]			
			1,146 ft., taken .....			Unsettled.

SCHOOL.	Location.	Title obtained by	Assessed Valuation.	Price Paid.	Excess of Cost over Assessed Valuation.	Remarks.
Unnamed.....	Elm street, Charlottetown .....	Purchase.	23 Elm street, \$4,900.....	\$10,291.40	\$5,391.40	Supreme Court decided that city was bound by its agreement to purchase this estate for \$1,300; price paid includes interest and costs.
Dillaway.....	Kenilworth and Washington streets.....	Taking...	10,164 ft. and buildings, taxed \$11,500; 1,604 ft. and a small building taken.....	Unsettled.	2,610.08	Settlement authorized by Board of Street Commissioners, under advice of Law Department; price paid includes \$10.08 costs.
Old Gibson.....	Athelwold street.....	" .....	" .....	\$5,510.08	3,192.60	Price paid includes taxes for 1887, amounting to \$3,2,50, and \$1,500 for cancellation or lease of premises No. 80 Saratoga street.
East Boston High.....	55-63 Princeton street 1-5 Hunnewell place. 78-80 Saratoga street.	" .....	30,200.00	*33,392.60	3,192.60	Price paid includes taxes for 1887, amounting to \$1,50, and \$1,500 for 1887, amounting to \$1,50.
	72-74 " " "	" .....	5,500.00	*7,071.50	1,571.50	Price paid includes taxes for 1887, amounting to \$1,50.
	76 " " "	" .....	2,800.00	*3,540.00	700.00	Price paid includes taxes for 1887, amounting to \$65.
	70 " " "	" .....	5,400.00	7,165.00	2,165.00	
	Princeton street and Louisiana place.....	.....	10,000 ft. and buildings, taxed \$15,400; 5,000 ft. and buildings taken.....	*12,000.00		

SCHOOL.	Location.	Title obtained by	Assessed Valuation.	Price Paid.	Excess of Cost over Assessed Valuation.	Remarks.
George Putnam.....	School street.....	Taking...	\$6,500 00	* \$9,584 50	\$2,084 50	Price paid includes taxes for 1857, amounting to \$81.50. In this case the settlement agreed to by the Board of Street Commissioners was \$1,415.50 less than the price named to the School Committee.
Unnamed .....	Quincy and Perth streets and Phipps avenue .....	Purchase.				
South Boston High ...	Thomas Park.....	Taking...	8,097 00	* 16,841 76	8,744 76	
Charlestown High ...	Monument square ...	" ...	City property; 79,646 ft. taken. 3,300 ft. taxed \$4,100; 3,255 ft. taken. ....	* 23,893 86		
Munroe street.....	Munroe street.....	" ...	30,018 ft. taxed \$15,000 [50c-]; 5,868 ft. taken. ....	Unsettled.		
Bailey street.....	Bailey street.....	Purchase.		\$6,250 00	2,650 00	Cost met from appropriation of \$12,000 made by City Council for the purpose.
Girls' High.....	Pembroke street.....	Taking...	16,567 ft. taxed \$29,000 [\$1.75]; 2,366 ft. taken. ....	Unsettled.		

As previously stated \$850,000 will be available during the next three years (1899-1901), for High and Latin School accommodations in addition to the \$500,000 appropriated for the same purposes during 1897 and 1898. The School Committee have, therefore, been able to undertake the construction of new High School buildings in South Boston, East Boston and Dorchester, of an addition to the West Roxbury High School-house which will be larger than the original building, and of a much-needed addition to the Mechanic Arts High School building. The two latter will be completed in 1899.

We call attention, however, to the fact that no additional funds are available after the current year for the building of grammar and primary school-houses. During the five years, 1892-97, the average annual increase in the number of children in school has been 2,002, and for the past year the total increase in the number belonging has been 3,445, of whom 1,323 belonged to the grammar, 1,250 to the primary schools, and 510 to the kindergartens. To accommodate these pupils would take one high school-house, two grammar school-houses, and enough primary school-houses of various sizes to contain thirty-five rooms. It is therefore plain that there is a large annual increase in the school population for whose accommodation a greater or less addition to the school plant must be made each year, and we think it is equally clear that not less than \$500,000 should be expended annually during the succeeding five years for such purposes.

Frederick B. Bogan was born in Charlestown in 1851, entered the service of the city at the age of twenty-

seven, and in 1894 was appointed Superintendent of Public Buildings, in which capacity he first became officially connected with the School Committee in superintending the repairs and alteration of school buildings. To these duties Colonel Bogan brought intelligence, zeal and a true regard for the interests committed to his charge. He possessed in a high degree the power to win friends by the simple dignity of his character, and by a genial and lovable personality. As commander of the Ninth Regiment, Colonel Bogan went to Cuba during the late war with Spain, against the wishes of his friends, who feared his health would not endure the strain of a campaign in the tropics, and shortly after returned to his home in such an enfeebled condition that his death followed in a few days, on August 9, 1898. We now record our regret for this loss of a capable and efficient official.

Hosea E. Holt, late Instructor of Music, who died October 18, 1898, was born in Ashburnham, Mass., in 1836. He was a graduate of the Boston Music School, and in 1870 began his long service as Instructor of Music in the Boston schools, which is memorable for the reforms he wrought in the methods of teaching singing. Partly by direct efforts in his own field, and still more by the influence of his ideas he has advanced the art of teaching singing to school children far beyond the accepted standard of twenty years ago. He was pre-eminent as a teacher of teachers. His attention was early drawn to the fact that the art of teaching is based on principles which must be understood and properly applied in practice. He saw more clearly than many of his contemporaries had seen, that the art of teaching music ought to be governed by the same

principles as governed the teaching of any or all other subjects. And he set himself with great zeal to the task of working out an art or method of teaching singing truly based on the recognized principles of general teaching. It was because of his success in this particular line of effort that he was for many years employed for a part of his time as a teacher in the Boston Normal School. Altogether the public schools of Boston have received a large benefit from the service of Mr. Holt.

It is also the painful duty of this committee to record the death of Daniel W. Jones, late master of the Lowell School, which occurred November 27, 1898. Mr. Jones was born in Lee, N. H., in 1829, and was graduated from the Lancaster Normal School. For a time he was a teacher in Portsmouth, N. H. On September 16, 1859, the School Committee of the City of Roxbury elected Mr. Jones to the position of Principal of the Comins School. After the annexation of Roxbury by Boston Mr. Jones was continued at the head of the Comins School, until by vote of the School Committee, on June 30, 1874, he was transferred to the mastership of the then newly organized Lowell School, in which capacity he continued to serve the city till the time of his death. Mr. Jones was a man of strong personality and kindly impulses. He discharged the duties of his position with signal ability and success, and his death was a distinct loss, especially to the community in which he labored for so many years.

FRANCIS L. COOLIDGE,  
*Chairman.*

EMILY A. FIFIELD.  
EDWARD I. ALDRICH.

## APPENDIX.

## CHAPTER 400 OF THE ACTS OF 1898.

## AN ACT RELATIVE TO THE SUPPORT OF THE PUBLIC SCHOOLS OF THE CITY OF BOSTON.

*Be it enacted, etc., as follows:*

SECTION 1. The School Committee of the City of Boston shall forthwith, after the passage of this act, and on or before the first day of March in each year thereafter, by vote of two-thirds of all its members, taken by yeas and nays, make appropriations for the support of the public schools of said city for the financial year, including repairs and alterations on school buildings. Such appropriations shall be made by items specifying the purposes for which the money is to be expended. Such appropriations, which shall be included within the tax limit of said city for municipal purposes as now established by law, shall not exceed in the aggregate, upon each one thousand dollars of the average valuation of the taxable property in said city as ascertained under the provisions of law limiting the rate of taxation in said city, the following sums for the periods specified, to wit: For the financial year ending on the thirty-first day of January in the year eighteen hundred and ninety-nine, two dollars and eighty cents; for the financial year ending on the thirty-first day of January in the year nineteen hundred, two dollars and eighty-five cents; and for the financial year ending on the thirty-first day of January in the year nineteen hundred and one, and for each financial year thereafter, two dollars and ninety cents; and any vote or appropriation requiring a larger assessment than as above specified shall be void, and said School Committee shall have no authority to incur any liability or make any expenditure in excess of such appropriations, anything in any statute to the contrary notwithstanding. Of the total amount authorized to be appropriated as aforesaid, an appropriation of which the several items shall amount to not less than twenty-five cents upon each one thousand dollars of said average valuation shall be expended only for such repairs and alterations upon school buildings as said School Committee shall order.

SECT. 2. The votes of said School Committee making such appropriations shall have the same force and effect as orders or votes of the City Council appropriating money, and shall be subject to the same provisions of law in respect to approval by the Mayor, except that a vote of three-fourths of all the members of said School Committee, taken by yeas and nays, shall be necessary to pass any such appropriation over the veto of the Mayor.

SECT. 3. After an order or vote of said School Committee making an appropriation shall have gone into effect, the aggregate amount so appropriated shall be certified by the School Committee to the Board of Assessors, and shall be included by said assessors in the amount to be raised by taxation in said city for such year.

SECT. 4. Any balance of an appropriation so made by said School Committee remaining unexpended at the close of any financial year, and not needed to carry out the requirements of any statute, gift, trust, or special appropriation, and any amount within the limit above defined for such year not appropriated by said committee, shall be added to the amount which said committee may appropriate, as herein authorized, for the financial year next ensuing.

SECT. 5. The proceeds of any sale of any school lands or buildings shall be held in the city treasury of said city, and used only for the purchase of land or the construction of buildings for school purposes, but shall not be so used without the approval of the Mayor in writing in each specific case. Such proceeds shall be expended in accordance with the provisions of chapter four hundred and eight of the Acts of the year eighteen hundred and ninety-five and acts in amendment thereof and in addition thereto.

SECT. 6. This act shall take effect upon its passage.  
(Approved May 7, 1898.)





R E P O R T  
OF  
COMMITTEE ON ACCOUNTS.



## THIRTIETH ANNUAL REPORT.

---

### COMMITTEE ON ACCOUNTS.

---

BOSTON, March, 1898.

*To the School Committee:*

In accordance with the Rules of the School Board, the Committee on Accounts herewith submit their report for the financial year 1897-98, together with a detailed statement of expenditures furnished by the Auditing Clerk as required by section 42 of the Rules and Regulations.

In 1889 the Legislature transferred to the School Committee the responsibility of repairing school-houses, and since that time further legislation has been enacted granting them authority to purchase school-house sites and to erect and furnish new school buildings. Therefore, during the past year the entire expenditures incurred for the public schools have been under the control and direction of the School Committee, with the exception of some uncompleted work belonging to previous years; the City Treasurer paying the bills either from an appropriation made by the City Council, or from that authorized by the Legislature in accordance with the statutes made and provided.

Under date of Dec. 22, 1896, this committee presented to the School Board the amount that in their judgment would be needed to carry on the schools for the financial year 1897-98.

The estimates submitted, after receiving the unanimous approval of the School Board, were forwarded to His Honor

the Mayor. The amount requested, exclusive of repairs, was subdivided as follows:

Salaries of instructors	· · · · ·	\$1,804,000 00
Salaries of officers	· · · · ·	69,100 00
Salaries of janitors	· · · · ·	139,000 00
Fuel, gas, and water	· · · · ·	91,000 00
Supplies and incidentals	· · · · ·	146,900 00
		<hr/> <u>\$2,250,000 00</u>

The City Council made a reduction of \$110,000, granting on account of the above request the sum of \$2,140,000.

This amount proved insufficient to meet the actual expenses of the schools, and it became necessary to prepare a further communication on the subject, which was presented to the Board, and sent to His Honor the Mayor under date of Nov. 23, 1897, said communication stating that a sum equal to the reduction, viz., \$110,000, would be needed to carry on the schools to the end of the financial year, it having been proved that the original amount estimated was not excessive.

In addition to the request for \$2,250,000, the sum of \$250,000 was asked for under the head of repairs and alterations of school-houses.

For this purpose the City Council granted \$175,000, a reduction of \$75,000 from the estimates submitted, which amount the School Committee asked to have made good under date of Dec. 14, 1897. The experience of several years clearly indicated that \$175,000 would not provide for the constantly increasing needs in the way of repairs and alterations; and as these expenditures are restricted to the appropriation granted, the City Council must accept the responsibility for the forced neglect of the School Committee in keeping the school-houses in a suitable condition for the health and comfort of their occupants. The only alternative is for the School Committee to authorize expenditures contrary to law.

The ordinary expenses for the past year were as follows:

Salaries of instructors	.	.	.	\$1,817,218	00
Salaries of officers	.	.	.	69,385	00
Salaries of janitors	.	.	.	139,220	29
Fuel, gas, and water	.	.	.	96,016	29
Supplies and incidentals:					
Books	.	.	.	\$50,509	73
Printing	.	.	.	7,350	37
Stationery and drawing materials	.	.	.	21,883	63
Miscellaneous items	.	.	.	51,017	89
				<hr/>	
				130,761	62
School-house repairs, etc.	.	.	.	229,941	27
<hr/>					
Expended from the appropriation	.	.	.	\$2,482,542	47
From income of Gibson and other funds	.	.	.	1,904	30
<hr/>					
Total expenditure	.	.	.	\$2,484,446	77
Total income	.	.	.	42,287	16
<hr/>					
Net expenditure, School Committee	.	.	.	\$2,442,159	61

Your committee, in preparing the estimates, stated that the probable income would be as follows:

Non-residents, State and city	.	.	.	\$19,000	00
Trust-funds and other sources	.	.	.	21,000	00
Total estimated income	.	.	.	<hr/>	

The income collected was as follows:

Non-residents, State and city	.	.	.	\$19,214	36
Trust-funds and other sources	.	.	.	20,868	59
Sale of books	.	.	.	300	02
State of Massachusetts, travelling expenses	.	.	.	1,904	19
<hr/>					
Total income	.	.	.	\$42,287	16

The net expenses of the School Committee, compared with those for 1896-97, show an increase of \$179,246.80.

The average number of pupils belonging to the different grades the past year was 81,638. The average cost per pupil amounted to \$29.91; an increase, as compared with that of the previous year, of ninety-six cents per pupil.

The number of pupils belonging to the different grades of schools has increased within two years from 74,666 to 81,638, a gain of 6,972, and over nine per cent. The population is reckoned as increasing at the rate of between two and three per cent. each year, and it will be seen that the school attendance has increased during the time mentioned at the rate of about fifty per cent. more than the population.

While the schools as a whole gained about nine per cent., the High Schools show an increase of over nineteen per cent.; and as the cost of education in the High Schools is about three times the average cost for the other grades, this large influx in the High Schools is one reason for the increased cost of school expenses.

The gross expenses for the past year, compared with those for 1896-97, show a variation in the different items of the appropriation as follows:

Salaries of instructors, increased . . . .	\$153,425	26
Salaries of officers, increased . . . .	3,094	16
Salaries of janitors, increased . . . .	7,659	79
Fuel, gas, and water, increased . . . .	13,212	20
School-house repairs, etc., increased . . . .	3,967	51
		<hr/>
	\$181,358	92
Supplies and incidentals, decreased . . . .	976	39
		<hr/>
Total increase, gross . . . .	\$180,382	53
		<hr/>

The following shows the variation in the number of pupils and in salaries in the different grades for the past year, compared with those for 1896-97:

High Schools, pupils increased 372, salaries increased . . .	\$29,696	94
Grammar Schools, pupils increased 1,323, salaries increased . . .	59,993	73
Primary Schools, pupils increased 1,250, salaries increased, Horace Mann School, pupils increased 1, salaries increased . . .	38,183	25
Kindergartens, pupils increased 510, salaries increased . . .	624	30
Evening Schools, pupils increased 138, salaries increased . . .	9,506	62
Evening Drawing Schools, pupils decreased 121, salaries decreased . . . . .	9,217	00
Manual Training Schools, salaries increased . . . . .	404	00
Speciai teachers, salaries increased . . . . .	6,336	15
Spectacle Island, pupils decreased 2.	271	27

Total increase in pupils, 3,471; in salaries, \$153,425.26.

The number of regular instructors on the pay-rolls, Jan. 1, 1898, was 1,684, divided among the several grades of schools as follows: High Schools, 174; Grammar Schools, 791; Primary Schools, 540; Horace Mann School, 12; Kindergartens, 127; Manual Training, including Cookery, 40,—an increase of 71 regular instructors since Jan. 1, 1897.

In addition there have been 122 temporary teachers and 67 special assistants employed in the day schools, an average of 202 instructors in the Evening and Evening Drawing Schools, and 66 special instructors, including 39 teachers of sewing, making a total of 2,141 instructors on the pay-rolls during the year.

Later in this report the expenses of each grade of schools are given, but include only such as are directly chargeable to the different grades. In addition, certain expenditures, which might be termed general expenses, such as cost of supervision, salaries of officers and directors of special studies, manual training expenses, printing, the annual festival, and similar expenditures, amounting to \$208,855.40, or about eight per cent. of the running expenses, are incurred for the schools as a whole.

In like manner a certain part of the income collected, amounting to \$20,868.59, is received for the schools in general, and not for any particular grade.

The following shows the total net cost for carrying on each grade of schools, by charging and crediting each with its share, *pro rata*, of the general expense and income:

NORMAL, LATIN, AND HIGH SCHOOLS.

Salaries of instructors . . . . .	\$326,918 75
Salaries of janitors . . . . .	18,434 80
Books, drawing materials, and stationery . . . . .	17,113 53
Other supplies and miscellaneous items . . . . .	4,291 58
Fuel, gas, and water . . . . .	13,993 70
Furniture, repairs, etc. . . . .	28,093 14
Proportion of general expenses . . . . .	<u>37,530 67</u>
Total cost . . . . .	\$446,376 17
Income from sale of books . . . . .	\$95 30
Proportion of general income . . . . .	<u>3,750 03</u>
	<u>3,845 33</u>
Net cost . . . . .	<u>\$442,530 84</u>
Average number of pupils, 5,317; cost per pupil, \$83.23.	
Cost of educating 5,317 pupils . . . . .	\$442,530 84
Tuition paid by 103 non-resident pupils . . . . .	<u>7,532 82</u>
Net cost of educating 5,214 resident pupils . . . . .	<u>\$434,998 02</u>
Average cost of each resident pupil, \$83.43.	

GRAMMAR SCHOOLS.

Salaries of instructors . . . . .	\$846,143 51
Salaries of janitors . . . . .	62,190 56
Books, drawing materials, and stationery . . . . .	39,727 72
Other supplies and miscellaneous items . . . . .	6,869 34
Fuel, gas, and water . . . . .	43,271 84
Furniture, repairs, etc. . . . .	86,632 62
Proportion of general expenses . . . . .	<u>99,584 33</u>
Total cost . . . . .	\$1,184,419 92
Income from sale of books . . . . .	\$114 85
Income from non-resident tuition . . . . .	185 88
Proportion of general income . . . . .	<u>9,950 36</u>
	<u>10,251 09</u>
Net cost . . . . .	<u>\$1,174,168 83</u>

Average number of pupils, 37,229; average cost per pupil, \$31.54.

REPORT OF COMMITTEE ON ACCOUNTS.

9

## PRIMARY SCHOOLS.

Average number of pupils, 28,685; cost per pupil, \$22.16

## EVENING HIGH AND ELEMENTARY SCHOOLS

Salaries of instructors	.	.	.	.	.	\$55,553	50
Salaries of janitors	.	.	.	.	.	2,627	80
Books, drawing materials, and stationery	.	.	.	.	.	1,887	72
Other supplies and miscellaneous items	.	.	.	.	.	48	52
Fuel, gas, and water	.	.	.	.	.	3,521	70
Furniture, repairs, etc.	.	.	.	.	.	230	09
Proportion of general expenses	.	.	.	.	.	5,862	99
 Total cost	.	.	.	.	.	\$69,732	32
Income from sale of books	.	.	.	.	.	\$22	17
Income from non-resident tuition	.	.	.	.	.	82	24
Proportion of general income	.	.	.	.	.	585	83
 Net cost	.	.	.	.	.	690	24
 \$69,042	08						

Average number of pupils, 5,895; average cost per pupil, \$11.71.

#### EVENING DRAWING SCHOOLS.

Salaries of instructors	· · · · ·	\$11,252 00
Salaries of janitors	· · · · ·	418 67
Drawing materials and stationery	· · · · ·	450 71
Other supplies and miscellaneous items	· · · · ·	23 67
Fuel, gas, and water	· · · · ·	735 57
Furniture, repairs, etc.	· · · · ·	2,870 54
Proportion of general expenses	· · · · ·	1,445 91
 Total cost	· · · · ·	 \$17,197 07
<i>Carried forward,</i>		 \$17,197 07

<i>Brought forward,</i>	\$17,197 07
Proportion of general income . . . . .	144 48
<b>Net cost . . . . .</b>	<b>\$17,052 59</b>

Average number of pupils, 516; average cost per pupil, \$33.05.

HORACE MANN SCHOOL.

Salaries of instructors . . . . .	\$15,533 98
Salaries of janitors . . . . .	1,399 00
Books, drawing materials, and stationery . . . . .	78 39
Other supplies, car-fares, and miscellaneous items . . . . .	2,652 56
Fuel, gas, and water . . . . .	592 31
Furniture, repairs, etc. . . . .	1,583 71
Proportion of general expenses . . . . .	2,004 84
<b>Total cost . . . . .</b>	<b>\$23,844 79</b>
Proportion of general income . . . . .	200 33
	<b>\$23,644 46</b>

Average number of pupils, 109; cost per pupil, \$216.92.

Total cost of educating 109 pupils . . . . .	\$23,644 46
Received from the State, etc., for tuition and travelling expenses of pupils . . . . .	13,317 61
<b>Net cost of educating 109 pupils . . . . .</b>	<b>\$10,326 85</b>

Net average cost of each pupil, \$94.74.

KINDERGARTENS.

Salaries of instructors . . . . .	\$78,338 86
Salaries of janitors . . . . .	1,822 60
Books, drawing materials, and stationery . . . . .	98 78
Kindergarten supplies . . . . .	1,396 25
Services of maids . . . . .	1,897 95
Other supplies and miscellaneous items . . . . .	221 31
Fuel, gas, and water . . . . .	735 99
Furniture, repairs, etc. . . . .	8,212 77
Proportion of general expenses . . . . .	8,511 80
<b>Total cost . . . . .</b>	<b>\$101,236 31</b>
Proportion of general income . . . . .	850 45
<b>Net cost . . . . .</b>	<b>\$100,385 86</b>

Average number of pupils, 3,864; average cost per pupil, \$25.98.

The following table shows the expenditures made for carrying on the schools, exclusive of furniture, repairs, and new school-houses, since the reorganization of the Board, a period of twenty-one years and nine months:

YEAR.	Expenditures.	Income.	Net Expenditures.	No. of Pupils.	Rate per Pupil.
1876-77 . . . . .	\$1,525,199 73	\$21,999 03	\$1,503,200 70	50,308	\$29 88
1877-78 . . . . .	1,455,687 74	39,109 31	1,426,578 43	51,750	27 54
1878-79 . . . . .	1,405,647 60	32,145 54	1,373,502 06	53,262	25 79
1879-80 . . . . .	1,416,832 00	49,090 23	1,367,761 72	53,981	25 34
1880-81 . . . . .	1,413,763 96	73,871 08	1,339,892 88	54,712	24 49
1881-82 . . . . .	1,392,970 19	69,344 08	1,323,626 11	55,638	23 79
1882-83 . . . . .	1,413,811 66	73,278 56	1,340,533 10	57,554	23 29
1883-84 . . . . .	1,452,854 38	79,064 06	1,373,780 72	58,788	23 37
1884-85 . . . . .	1,507,394 03	39,045 26	1,468,345 77	59,706	24 59
1885-86 . . . . .	1,485,237 20	31,213 34	1,454,023 86	61,259	23 74
1886-87 . . . . .	1,485,343 29	33,388 28	1,451,955 01	62,250	23 32
1887-88 . . . . .	1,536,552 99	37,092 81	1,499,460 18	62,226	24 10
1888-89 . . . . .	1,596,949 08	39,585 52	1,557,363 56	64,584	24 11
1889-90 . . . . .	1,654,527 21	39,912 30	1,614,614 91	66,003	24 46
1890-91 . . . . .	1,685,300 28	41,209 06	1,644,151 22	67,022	24 53
1891-92 nine months } . . .	1,295,981 34	30,757 31	1,265,224 03	67,696	18 69
1892-93 . . . . .	1,768,955 64	37,578 66	1,731,406 98	68,970	25 10
1893-94 . . . . .	1,822,052 26	40,700 13	1,781,343 13	71,495	24 92
1894-95 . . . . .	1,885,537 38	38,604 35	1,846,933 03	73,803	25 09
1895-96 . . . . .	1,964,760 76	39,181 06	1,925,579 10	74,666	25 79
1896-97 . . . . .	2,077,377 56	39,500 83	2,037,876 73	75,167	26 07
1897-98 . . . . .	2,254,505 50	42,287 16	2,212,218 34	81,638	27 10

From the above table it will be seen that the running expenses, exclusive of repairs, were \$1.03 more per pupil than for the previous year.

In the following table the total expenditure incurred by the School Committee, exclusive of repairs, is divided into the five items which go to make up the appropriation.

The net amount expended for each of these items during the past twenty-one years and nine months is herewith shown:

YEAR.	Salaries Instructors.	Salaries Officers.	Salaries Janitors.	Fuel, Gas, and Water.	Supplies and Incidentals.
1876-77 . . . .	\$1,190,575 10	\$56,807 56	\$77,654 63	\$55,490 16	\$122,673 25
1877-78 . . . .	1,128,430 40	58,035 94	75,109 93	53,321 70	110,680 46
1878-79 . . . .	1,085,288 32	55,462 18	73,728 94	47,678 94	111,343 68
1879-80 . . . .	1,085,324 34	53,679 74	74,594 40	40,920 22	113,243 02
1880-81 . . . .	1,087,172 23	52,470 00	77,204 10	57,483 62	65,562 93
1881-82 . . . .	1,085,459 28	55,993 83	79,791 50	57,593 17	44,788 33
1882-83 . . . .	1,094,491 01	57,038 83	81,281 84	60,863 11	46,858 31
1883-84 . . . .	1,118,751 87	58,820 00	83,182 71	66,068 59	46,966 55
1884-85 . . . .	1,143,893 48	60,020 00	84,982 91	61,325 41	118,123 97
1885-86 . . . .	1,162,566 65	58,910 00	86,601 38	58,417 53	87,528 30
1886-87 . . . .	1,182,092 18	55,739 67	89,802 95	57,216 67	67,103 54
1887-88 . . . .	1,202,685 55	57,608 00	98,947 00	71,048 76	69,170 87
1888-89 . . . .	1,247,482 78	58,157 00	99,248 74	75,067 07	77,407 97
1889-90 . . . .	1,295,177 76	58,295 00	101,399 05	73,580 27	86,162 83
1890-91 . . . .	1,325,984 68	60,112 33	103,420 72	69,524 54	85,108 95
1891-92 nine months } . .	1,005,060 71	45,638 33	78,652 61	56,665 22	79,217 13
1892-93 . . . .	1,391,121 05	60,566 83	110,669 83	77,872 75	91,176 52
1893-94 . . . .	1,432,808 21	62,023 34	114,512 85	86,666 99	85,331 74
1894-95 . . . .	1,495,799 61	58,970 00	118,336 49	77,291 91	96,535 02
1895-96 . . . .	1,548,910 75	62,454 50	123,871 31	75,900 29	114,442 25
1896-97 . . . .	1,628,510 68	66,290 84	131,560 50	82,804 09	128,710 62
1897-98 . . . .	1,779,639 35	69,385 00	139,220 29	96,016 29	128,557 41
Total . . . .	\$27,716,615 99	\$1,282,478 92	\$2,103,774 71	\$1,458,817 30	\$1,976,693 65
Average . . . .	\$1,259,846 18	\$58,294 50	\$95,626 12	\$66,309 88	\$89,849 71

The average annual increase in pupils during the time covered by the above table was about one thousand five hundred, which should enter into the account in comparing expenses.

The following table shows the cost of repairs made and furniture provided since 1876-77:

YEAR.	Expenditures.	Income.	Net Expenditures.	No. of Pupils.	Rate per Pupil.
1876-77 . . . . .	\$165,876 72	. . . . .	\$165,876 72	50,308	\$3 30
1877-78 . . . . .	126,428 35	. . . . .	126,428 35	51,759	2 45
1878-79 . . . . .	114,015 32	. . . . .	114,015 32	53,262	2 14
1879-80 . . . . .	98,514 84	. . . . .	98,514 84	53,981	1 82
1880-81 . . . . .	145,913 55	\$205 00	145,708 55	54,712	2 66
1881-82 . . . . .	178,008 88	247 50	177,761 38	55,638	3 19
1882-83 . . . . .	189,350 83	231 00	189,119 83	57,554	3 29
1883-84 . . . . .	186,852 18	360 00	186,552 18	58,788	3 17
1884-85 . . . . .	198,050 11	526 50	197,532 61	59,706	3 31
1885-86 . . . . .	188,435 63	137 50	188,298 13	61,259	3 07
1886-87 . . . . .	171,032 71	295 92	170,733 79	62,259	2 74
1887-88 . . . . .	243,107 89	221 00	242,886 89	62,226	3 90
1888-89 . . . . .	251,736 17	153 00	251,583 17	64,584	3 90
1889-90 . . . . .	262,208 75	850 20	261,358 55	66,003	3 96
1890-91 . . . . .	263,860 16	208 00	263,652 16	67,022	3 94
1891-92 . . . . . nine months . . . . .	205,344 27	595 50	204,748 77	67,696	3 02
1892-93 . . . . .	221,905 53	165 00	221,740 53	68,970	3 22
1893-94 . . . . .	190,465 06	. . . . .	190,465 06	71,495	2 66
1894-95 . . . . .	214,252 47	25 00	214,227 47	73,603	2 91
1895-96 . . . . .	250,107 13	. . . . .	250,107 13	74,666	3 35
1896-97 . . . . .	225,973 76	937 68	225,036 08	78,167	2 88
1897-98 . . . . .	229,941 27	. . . . .	229,941 27	81,638	2 81

The foregoing tables include all the running expenses of the schools, and form the basis for computing the rate per pupil. The total running expenses, compared with those for 1896-97, show an increase in the rate of ninety-six cents per pupil.

The amount paid for salaries of instructors the past year was \$1,817,218, an increase over 1896-97 of \$153,425.26, and the largest increase ever recorded in any one year.

As an illustration of the remarkable growth of education in the city of Boston, it may be stated that the total expenditure for the public schools, including the purchase of sites and the erection of new school-houses, for the financial year 1842-43 only amounted to \$138,771.91, considerably less than the increase as above mentioned in that single item.

Of the increase for the past year, about \$100,000 resulted from the schedule of salaries which went into operation Sept. 1, 1896, and the balance to the natural increase following the yearly growth of the schools.

In 1875 the School Board, consisting of 116 members, was reorganized and superseded by a new Board, consisting of 24 members, and the Mayor as chairman *ex officio*, who remained as such until 1886. At the end of their first financial year they found that the net cost for salaries of instructors amounted to \$1,190,570.10. By a rearrangement of salaries, and dismissing superfluous teachers, they were able at the end of five years, in 1881-82, to reduce the cost to \$1,085,459.28. In 1886-87 it increased again to \$1,182,092.18, which was still less, however, than the cost in 1876-77: and from 1886-87 to 1894-95 the cost rose some \$35,000 each year, which about kept pace with the increased number of pupils.

In 1894 a change was made in the rules, whereby certain credits were allowed for previous service when teachers were appointed. The application of this rule about doubled the annual increase in salaries of instructors, and the first full year of its operation resulted in an increase of \$62,991.40.

In September, 1896, a new schedule of salaries went into effect, and the rule allowing credit for previous service was amended, thereby restricting the credits allowed newly-appointed teachers to assistants in Grammar and Primary Schools.

This new schedule, by its operation, will be the means of increasing the cost for salaries of instructors about \$100,000 each year until the close of 1900, in addition to the expected

increase occasioned by the natural addition in the number of pupils, which will bring up the amount to about \$150,000.

It is safe to estimate that \$150,000 will represent the average annual increase in salaries of instructors, from the date the new schedule went into effect, Sept. 1, 1896, for four years, or until the teachers who were on the maximum of the old rates shall have reached the maximum of the new rates. After that time, if no change is made in the present schedule, the natural increase will require about \$50,000 per annum, judging from previous experience.

The average salary paid during the year to each regular

High School instructor was . . . . .	\$1,783 92
Grammar School instructor was . . . . .	1,027 15
Primary School instructor was . . . . .	750 09

During the year \$70,211.74 were paid for instruction by special teachers, as follows :

Sewing, 39 teachers, 342 divisions . . . . .	\$25,549 54
Music, 8 instructors . . . . .	14,112 00
Drawing: director . . . . .	3,000 00
2 assistants . . . . .	4,650 22
Modern languages: 3 assistants . . . . .	4,500 00
Physical training: director, 8 months . . . . .	2,000 00
assistant . . . . .	2,280 00
Military drill: instructor and armorer . . . . .	2,788 88
Kindergarten methods: director and instructor . . . . .	4,260 00
Calisthenics and elocution: 5 instructors . . . . .	3,977 10
Chemistry: instructor . . . . .	1,620 00
assistant, Girls' High School . . . . .	804 00
assistant, Roxbury High School . . . . .	670 00
Total for special instructors . . . . .	<u>\$70,211 74</u>

The Evening High School in Montgomery street, together with branches of the same in East Boston and Charlestown, opened September 27. During the year an additional branch was established in South Boston, October 13, but on account of the falling off in the attendance of pupils, it was discontinued after an existence of about three months.

The average number of instructors required each evening for Evening High School work was forty-one, at a cost for salaries of \$18,841.

Twelve Evening Elementary Schools were in session during the year, requiring an average teaching force of one hundred and thirty-five instructors, at an expense for salaries of \$36,712.50.

As an experiment, a cookery class was established in the Lyman Evening School, beginning Jan. 4, 1898.

The School Board voted that the sessions of the Evening High School and of five Elementary Schools be allowed to continue two weeks longer than the time fixed by the Regulations, which added nearly \$2,500 to the cost for maintaining Evening Schools.

Five Evening Drawing Schools were in operation during the year.

The school formerly located in the Mechanic Arts High School building was removed to hired rooms in Columbus avenue.

The number of instructors required for these schools was 26, at a cost for salaries of \$11,252.

The total running expenses for all evening instruction throughout the year amounted to \$79,620.49.

---

The number of Kindergartens has increased during the year from 62 to 67. The number of teachers employed Jan. 1, 1898, was 64 principals, 63 assistants, 5 temporary teachers, and 8 special assistants. The salaries paid instructors during the year amounted to \$78,338.86, an increase as compared with 1896-97 of \$9,506.62.

The total running expenses for the year, including the salary paid the Director of Kindergartens, amounted to \$95,604.51.

---

During the year twenty-six schools were carried on where carpentry was taught to boys, and twenty schools where cookery was taught to girls.

For teaching carpentry and cookery a force of 43 special instructors is employed, including 2 principals, one in each branch, and 3 temporary assistants, and their total salaries paid amount to \$33,734.93 for the year, an increase over the previous year of \$6,336.15.

---

The amount paid for salaries of officers the past year was \$69,385, an increase of \$3,094.16 as compared with the year previous. This item includes the salaries of the Superintendent, six Supervisors, Secretary, Auditing Clerk, their assistants, and the messengers; also nineteen Truant Officers, including the Chief.

The total number of employees under this head at the present time is forty-three.

---

The number of buildings used for school purposes and in charge of a janitor appointed by the city was, Jan. 1, 1898, two hundred and fifteen. The number of janitors employed was one hundred and seventy-three.

A few buildings require more than one janitor, and several janitors have the care of more than one building.

The average salary paid to each janitor was \$804.74. Some janitors who have small buildings give only a portion of their time to the work, while others having the care of very large buildings, or two or more school-houses, not only give their entire time, but, in addition, are obliged to hire assistance.

The total amount paid for the care of the school buildings during the year was \$139,220.29, an increase of \$7,659.79 over the cost for 1896-97.

Civil service requirements and recent legislation concerning steam boilers and engines limit this committee in filling vacancies to a superior grade of employees, who command a higher compensation than was paid prior to these restrictions.

During the summer vacation the floors of all the school-houses were thoroughly washed, under the direction of the

janitors: and in December the windows in a number of the buildings were given an extra washing.

The cost of the extra work performed during the year amounted to about \$2,000.

Beginning with the school year in September, 1897, the janitors were requested to take special pains for the disinfection of their buildings, and to prevent as far as possible the spread of contagious disease, in accordance with the following order, passed by the School Board June 22, 1897:

*Ordered*, That the Committee on Accounts require the janitors of school buildings, every two weeks during school sessions, to cover all floors with sawdust wet with a suitable solution, and sweep the sawdust up before it becomes dry. Also to properly disinfect the chairs and desks of all pupils who may have contracted a contagious disease, or who are obliged to be away from school on account of contagious disease, by thoroughly wiping such chairs and desks with a cloth wet with a suitable solution.

Formaldehyde was selected as the best disinfectant to be used, and the buildings throughout the city were furnished with a sufficient quantity, and also with sawdust. A circular was issued to the janitors under date of Sept. 10, 1897, containing explicit directions for carrying out the provisions of the order, and it is believed that the matter has been faithfully attended to.

This committee are glad to coöperate in any movement for the improvement of sanitary conditions: and it is hoped that the present plan in operation will result in a more healthful condition of the school-houses, and, what is still more imperative, lessen the dangers of contagion among the school children.

On pages 33 to 36 of this report is tabulated a list of buildings for which the salaries paid for janitors' services amount to \$300 or more per annum.

During the past year the Committee on Supplies presented for approval bills to the amount of \$226,777.91, which represents the total expenditures of the School Committee, exclusive of salaries, repairs, and the building of new school-

houses. The income amounted to \$2,204.21, which, deducted from the gross expenditures, leaves the sum of \$224,573.70 as the net amount expended under their direction. The schools consumed 15,327 tons of coal and 247 cords of wood, which together with the expense for water, gas, and electric lighting amounted to \$96,016.29, which is included in the above amount.

Full particulars regarding the method and cost of supplying the schools are given in the report of the Committee on Supplies lately presented.

---

During the year bills properly certified by the Superintendent of Public Buildings and approved by the Committee on School Houses have been received, amounting to \$229,941.27, which represents the cost of repairs and alterations of school-houses, and includes rents paid for temporary accommodations.

The largest items of expense were as follows:

Furniture	.	.	.	.	.	.	.	.	.	\$49,371	07
Carpentry	.	.	.	.	.	.	.	.	.	34,981	33
Heating apparatus	.	.	.	.	.	.	.	.	.	29,711	36
Rent and taxes	.	.	.	.	.	.	.	.	.	25,815	62
Masonry	.	.	.	.	.	.	.	.	.	12,075	09
Painting and glazing	.	.	.	.	.	.	.	.	.	14,766	83
Plumbing	.	.	.	.	.	.	.	.	.	11,114	51
Roofing	.	.	.	.	.	.	.	.	.	5,485	93
Salaries of Superintendent and Assistants	.	.	.	.	.	.	.	.	.	5,697	50

In addition to the cost for repairs the City Council has appropriated during the past two years the sum of \$426,-664.44 to be used for such schools as needed improvements of a sanitary nature.

In the last report of this committee a list of schools was given showing repairs made to the extent of \$172,950.86; and during the present year the sum of \$253,713.58 has been expended according to the following list, for bettering the ventilation and sanitary conditions:

Edward Everett . . . . .	\$8,743	31
Cyrus Alger . . . . .	8,610	69
Roxbury-street . . . . .	9,941	11
Glenway . . . . .	400	40
Freeman . . . . .	4,263	36
Cushman . . . . .	1,513	92
Washington-street, Forest Hills . . . . .	56	70
Savin Hill . . . . .	36	00
Common-street . . . . .	360	56
Mt. Pleasant-avenue . . . . .	364	05
Lewis . . . . .	126	00
Chestnut-avenue . . . . .	1,434	23
Mechanic Arts High . . . . .	1	60
Grant . . . . .	1,067	81
Hobart-street . . . . .	7,140	59
Mead-street . . . . .	866	58
Bailey-street . . . . .	689	33
Quincy-street, Roxbury . . . . .	2,072	64
Everett, Brighton . . . . .	36	00
Lowell . . . . .	4,797	47
Warren . . . . .	1,061	24
Canterbury-street . . . . .	841	93
Emerson, Primary . . . . .	888	64
Ware . . . . .	285	50
Dillaway . . . . .	14,414	65
Lyman . . . . .	10,437	17
Old Edward Everett . . . . .	9,418	93
Somerset-street . . . . .	1,778	74
Chapman . . . . .	1,956	83
Adams-street . . . . .	5,463	67
Appleton-street . . . . .	16,883	67
Capen . . . . .	15,351	86
Howe . . . . .	14,203	83
Bunker Hill, Grammar . . . . .	20,088	97
Bunker Hill, Primary . . . . .	13,152	67
Tileston . . . . .	12,446	01
Emerson . . . . .	15,397	60
Pormort . . . . .	573	78
Harris . . . . .	3,711	94
Prince . . . . .	19,411	35
Franklin . . . . .	11,305	46
Frothingham . . . . .	371	92
Eliot . . . . .	4,039	35
Salaries . . . . .	3,667	84
Teaming . . . . .	537	54
Fire extinguishers . . . . .	2,773	87
Incidentals . . . . .	726	27
Total . . . . .	\$253,713	58

Chapter 408 of the Acts of 1895, approved May 24, 1895, granting authority to the School Committee to expend certain sums of money for the erection and furnishing of school buildings and for the purchase of school-house sites was amended by chapter 442 of the Acts of 1897, which provided \$650,000 each for the years 1897 and 1898 in place of \$400,000 for each of the years 1897, 1898, 1899.

The amount of money granted the School Committee for the purchase of land and the erection and furnishing of school buildings, under the Acts above mentioned, was as follows:

Amount allowed for 1895 . . . . .	\$500,000
“ “ “ 1896 . . . . .	500,000
“ “ “ 1897 . . . . .	650,000
“ “ “ 1898 . . . . .	650,000

making a total allowance of \$2,300,000.

Of the \$1,300,000 allowed for 1897 and 1898, it is provided that a sum not less than \$500,000 must be expended for the taking of land and the building and furnishing of High Schools in East Boston, South Boston, Dorchester, and West Roxbury.

During the year, under the authority granted by the Legislature, the following sums were spent for new school-houses:

Phineas Bates . . . . .	\$4,125 95
Paul Revere . . . . .	146,188 84
Longfellow . . . . .	35,159 37
Roger Clap . . . . .	3,367 39
Mary Hemenway . . . . .	87,924 18
Vernon-street . . . . .	61,637 72
Thetford-street . . . . .	8,531 15
Robinson-street . . . . .	37,139 20
Small wooden buildings . . . . .	8,092 45
Munroe-street Annex . . . . .	1,478 59
Mayhew . . . . .	143,596 96
Sharp . . . . .	2,997 96
<i>Carried forward,</i>	<hr/> \$539,339 76

<i>Brought forward,</i>		\$539,339 76
Sites: William H. Kent . . . . .		1,867 79
South Boston High . . . . .		15,877 86
East Boston High . . . . .		23 64
Furnishing: Brighton High . . . . .		7,201 17
Bowdoin . . . . .		8,243 74
Gilbert Stuart . . . . .		1,058 14
Phineas Bates . . . . .		939 30
Roger Clap . . . . .		3,972 30
Andrews . . . . .		497 57
Allston Club-house . . . . .		125 00
Longfellow . . . . .		8,531 93
Robinson-street . . . . .		1,051 50
Grading: Blackinton . . . . .		4,268 54
William Wirt Warren . . . . .		1,626 60
Gilbert Stuart . . . . .		4,567 43
William H. Kent . . . . .		3,001 50
Cudworth . . . . .		3,067 84
Dillaway . . . . .		625 85
Total amount expended, 1897-8 . . . . .		<u>\$605,887 46</u>

The total amount expended up to Feb. 1, 1898, under the authority granted by chapter 408 of the Acts of 1895 and chapter 442 of the Acts of 1897, amounted to \$910,671.15.

---

One of the duties of this committee, as fixed by the Board, is to prepare the bills for the tuition of non-resident pupils attending the schools, and transmit them to the City Collector for collection.

In accordance, blanks were sent to the schools in February and September, requesting each principal to make a return of all non-resident pupils in the school or district, and to obtain from each parent or guardian a signed pledge agreeing to pay tuition.

From these returns the bills are made out and payment is required within a certain time, otherwise the pupil is dismissed from school. The rates charged the past year were \$82.12 for a Normal, Latin, or High School pupil, \$30.97

for a Grammar School pupil, and \$21.07 for a Primary School pupil.

The amount collected from this source the past year was as follows :

103 Normal, Latin, and High School pupils	. . . . .	\$7,532 82
8 Grammar School pupils	. . . . .	185 88
7 Evening High School pupils	. . . . .	82 24
A total of 118 pupils who paid	. . . . .	<u>\$7,800 94</u>

In addition, \$11,413.42 were received from the State of Massachusetts in payment for tuition of pupils in the Horace Mann School. The State pays \$100 per annum for each Boston pupil and \$105 for each out-of-town pupil.

The total income received on account of tuition was \$19,214.36.

The School Committee are fortunate in having at their disposal the income of the Bowdoin and Gibson Funds, with which certain schools are supplied with educational material in addition to that allowed in common to all the schools.

The Bowdoin School Fund consists of a City of Boston bond for \$4,500, bearing four per cent. interest, and was purchased from the proceeds of a sale of woodland in Milton, deeded to the inhabitants of Dorchester by James Bowdoin, March 1, 1797. The interest was allowed to accumulate until Dec. 1, 1897, it amounted to \$1,335.

The Gibson School Fund is the bequest of Christopher Gibson, who, about the year 1674, bequeathed for the promotion of learning in the town of Dorchester the sum of £104, with which twenty-six acres of land in Dorchester were purchased. Sales of this land have been made from time to time and invested in City of Boston bonds: and during the past year the Park Commissioners, by order of the City Council, took possession of 255,057 feet for a playground, for which the sum of \$37,500 was allowed. In addition, the Street Commissioners took 23,447 feet for

street purposes, for which no allowance has yet been granted. The fact of the land having been taken for street purposes will probably be the cause of the city charging the Gibson Fund for assessments and betterments, although as a matter of justice they should at least allow a sum for the land sufficient to pay all charges connected with the taking thereof; otherwise the fund will not only lose the land, but will be forced, in addition, to pay the city something for the privilege of their taking it.

The \$37,500 received for the playground, added to the previous investment, makes a fund of \$56,125, invested in City of Boston funds; and there is still left some 250,000 feet of land which can be sold in the future. When all the land is disposed of the fund will doubtless yield some \$5,000 each year for school purposes.

In the interests of a movement to allow the schools of South Boston to participate in the income of the Bowdoin and Gibson funds, the opinion of the Corporation Counsel was requested and received as follows, at the meeting of the School Board, Sept. 28, 1897 :

CITY OF BOSTON.  
LAW DEPARTMENT, 73 TREMONT STREET,  
BOSTON, Sept. 27, 1897.

*To the School Committee:*

In reply to your order requesting my opinion "as to whether the schools in the South Boston district should not be included among those that are now benefited by the income of the Gibson School Fund and the income of the Bowdoin School Fund," I have the honor to say that I have carefully examined the instruments by which these funds were created, and am of the opinion that the School Committee have the same right to expend the income from both funds for the benefit of the schools in South Boston that they have to expend it for those in Dorchester.

Respectfully,

ANDREW J. BAILEY,  
*Corporation Counsel.*

The communication was placed on file, and at the same meeting the following order was passed :

*Ordered*, That the Committee on Accounts be authorized to expend the income of the Gibson School Fund and the Bowdoin School Fund for the benefit of the public schools in South Boston and Dorchester.

In accordance, this committee appropriated \$3,000 from these funds, \$2,000 for the schools in South Boston and \$1,000 for the schools in Dorchester, and these amounts were apportioned among the different schools by the Sixth and Ninth Division Committees respectively.

The total expenditure for the public schools, including new school-houses, for the past year was as follows:

School Committee . . . . .	\$2,252,601 20
School Committee, Gibson and other funds . . . . .	1,904 30
School Committee, repairs, etc. . . . .	229,941 27
Public Buildings and School Departments, New School-houses (special) . . . . .	930,716 40
Total gross expenditure . . . . .	<u>\$3,415,163 17</u>
Less income for the year . . . . .	42,287 16
Total net expenditure . . . . .	<u>\$3,372,876 01</u>

Your committee have added to this report the estimates for the financial year 1898-99, as prepared, approved, and presented to His Honor the Mayor, under date of Dec. 28, 1897. The amount asked for, for ordinary expenses, was as follows:

Salaries of instructors . . . . .	\$1,964,000 00
Salaries of officers . . . . .	71,300 00
Salaries of janitors . . . . .	148,000 00
Fuel, gas, and water . . . . .	103,000 00
Supplies and incidentals . . . . .	153,700 00

Total under the appropriation "School Committee," \$2,440,000 00  
Under the appropriation "Public Buildings — Schools,"

for repairs, etc., of school-houses, the sum requested  
was . . . . . 250,000 00

A total estimated amount of . . . . . \$2,690,000 00

for the ordinary running expenses of the schools.

In addition, the sum of \$968,789 was asked for under the head of Extraordinary Repairs, to be used principally for improving the sanitary condition of school-houses, ventilation, and renewing the heating apparatus in many of our school buildings, as required by law.

---

At the date of this report going to press, the City Council had not passed the appropriation bill.

A bill is now pending in the Legislature, limiting the expenditure that can be incurred by the School Committee to a certain percentage of the assessed valuation of the city.

If the limit is fixed based upon the expenditures for the past few years, the School Committee will not be able to carry out their agreement according to the salary schedule passed in the summer of 1896. If on the other hand the limit is based upon the conditions now existing, there is no doubt but what the School Committee can maintain the schools with the increased revenue following the increased valuation.

In closing, the committee would call the attention of the Board to the following pages of this report, which give in detail the expenditures during the year.

Respectfully submitted,

WILLARD S. ALLEN,

*Chairman,*

WILLIAM J. GALLIVAN,

I. AUSTIN BASSETT,

SAMUEL F. HUBBARD,

*Committee on Accounts.*

---

Mr. Edward H. Dunn served as a member of this committee during nearly the entire financial year, until Jan. 25, 1898. His resignation was much regretted by his associates.

# REPORT OF EXPENDITURES.

27

## SCHOOL EXPENSES.

ANNUAL EXPENDITURES for the Public Schools of Boston for the last thirty financial years; also the average number of scholars. Annexations occurred as follows:

Roxbury, Jan. 6, 1868; Dorchester, Jan. 3, 1870; Charlestown, Brighton, and West Roxbury, Jan. 5, 1874.

FINANCIAL YEAR.	No. of Day Scholars Belonging Belonging	No. of Evening Scholars Belonging Belonging	Total No. of Scholars Belonging	Salaries of Teachers and Officers, School Committee.	Incidental Expenses.	Total for Running Expenses.	Ordinary Revenue.	Net Running Expenses.	Net Rate per Scholar.	Cost of New School- houses.	Total Expenditures.
1868-69	35,994	...	35,994	\$7,58,198.37	\$982,677.00	\$982,677.00	\$8,876.68	\$97,581.44	\$27.45	\$346,610.78	\$1,329,287.78
1869-70	35,442	...	35,442	248,666.95	987,412.60	14,601.16	14,601.16	612,357.86	16,237.66	1,539,740.46	
1870-71	36,758	...	36,758	283,566.59	1,131,598.36	23,666.35	1,131,598.36	1,137,527.07	30.14	1,137,579.71	
1871-72	5,128	41,775	46,893	328,639.18	1,216,570.65	26,899.96	1,216,570.65	1,189,679.67	28.47	97,800.08	1,314,380.33
1872-73	35,824	2,121	37,945	953,502.06	338,970.85	1,292,472.91	28,113.73	1,264,558.98	33.14	1,746,703.25	
1873-74	41,544	43,735	85,279	1,041,375.52	357,881.52	1,419,457.04	28,848.73	1,390,208.31	32.14	446,663.25	1,865,620.29
1874-75	1,522	46,494	62,494	1,249,086.95	474,874.68	1,724,375.01	26,229.82	1,698,152.79	36.54	356,680.25	2,081,013.35
1875-76	3,935	46,524	46,524	1,249,086.95	474,874.68	1,724,375.01	21,767,634.27	1,767,634.27	34.82	277,746.57	
1876-77	4,275	50,308	50,308	472,472.22	1,691,905.45	21,999.03	1,691,905.45	1,691,905.45	42.31	1,816,615.49	
1877-78	4,084	51,759	51,759	1,215,782.03	366,334.06	1,582,116.09	30,109.03	1,582,116.09	42.18	1,756,440.84	
1878-79	4,700	53,982	53,982	1,172,480.69	347,173.23	1,619,662.92	32,145.54	1,619,662.92	27.93	240,222.98	1,759,885.99
1879-80	50,851	53,130	53,130	1,162,258.61	355,108.23	1,515,366.84	49,090.28	1,515,366.84	27.16	1,652,245.29	
1880-81	51,542	54,712	54,712	1,163,490.69	394,274.82	1,538,557.51	74,076.08	1,538,557.51	21.15	1,466,276.56	1,475,037.15
1881-82	52,611	3,027	55,638	1,165,629.71	405,349.36	1,570,979.07	69,591.58	1,570,979.07	26.98	130,126.88	1,740,105.95
1882-83	54,589	5,964	57,554	1,180,913.71	422,968.76	1,608,162.49	73,509.56	1,608,162.49	26.58	1,680,791.22	
1883-84	55,640	3,148	58,788	1,206,685.23	432,023.33	1,629,706.56	79,364.66	1,629,706.56	26.54	216,628.75	1,908,686.29
1884-85	53,888	3,518	55,888	1,230,771.71	47,681.43	1,705,453.14	39,574.76	1,705,453.14	27.90	218,879.72	
1885-86	57,180	4,079	61,259	1,251,405.29	42,259.54	1,762,672.83	31,350.84	1,762,672.83	27.90	1,983,507.19	
1886-87	58,266	3,993	62,259	1,289,545.91	386,830.00	1,660,576.00	33,694.00	1,660,576.00	26.66	232,406.98	1,826,406.98
1887-88	53,916	4,226	58,916	1,296,192.42	42,488.46	1,779,680.88	37,313.81	1,779,680.88	25.00	125,987.45	1,782,063.45
1888-89	60,224	4,360	64,584	1,332,506.17	51,617.98	1,848,685.25	39,738.52	1,848,685.25	28.01	1,907,014.75	
1889-90	5,525	66,093	66,093	1,390,868.87	52,807.99	1,916,735.95	49,762.50	1,916,735.95	28.42	349,602.82	
1890-91	6,093	67,922	1,424,985.20	524,232.24	1,949,220.44	41,417.06	1,949,220.44	1,949,220.44	25.47	2,296,338.75	
For the nine months ending January	...	...	...	...	...	...	...	...	...	172,523.90	2,121,744.34
1861-82	61,763	5,933	67,696	1,079,848.59	421,477.02	1,501,325.61	31,322.81	1,501,325.61	21.71	527,429.10	2,028,754.71
1862-93	63,347	5,623	68,470	1,453,411.12	505,450.05	1,990,891.17	37,733.66	1,990,891.17	28.32	563,700.75	2,590,591.92
1863-94	65,256	6,239	71,495	1,532,074.37	480,542.95	2,012,617.32	40,709.13	2,012,617.32	27.58	279,556.81	2,291,914.16
1864-95	67,407	5,896	73,903	1,590,966.15	509,180.70	2,096,758.80	38,629.35	2,096,758.80	25.00	367,983.62	2,467,753.47
1865-96	69,085	5,578	74,666	1,647,021.50	507,846.22	2,214,807.89	39,181.66	2,214,807.89	29.14	513,735.61	2,728,903.50
1866-97	71,773	6,394	75,167	1,730,983.58	575,297.74	2,306,551.32	40,488.51	2,306,551.32	28.95	726,655.97	3,023,006.69
1867-98	75,227	6,411	81,938	1,886,903.00	507,847.77	2,481,446.77	42,287.16	2,481,446.77	25.91	3,415,163.17	3,450,716.40

a Includes Improvements in Buildings (\$253,713.58) paid from loans.



EIGHTEENTH ANNUAL REPORT  
OF THE  
SUPERINTENDENT OF PUBLIC SCHOOLS  
OF THE  
CITY OF BOSTON.  
MARCH, 1898.



## TABLE OF CONTENTS.

---

### REPORT OF EDWIN P. SEAVER, SUPERINTENDENT.

	PAGE
Statistics in Brief . . . . .	33-34
The Continued Demand for More School-houses . . . . .	35-39
Teachers and their Standing . . . . .	39-45
The Retirement of Teachers on Reduced Pay . . . . .	46-49
The Intellectual Life of Teachers . . . . .	49-52
Manual Training . . . . .	52-58
Statistics in Detail . . . . .	59-79

### SUPPLEMENT.

The supplement contains the following-named reports:

Report of Ellis Peterson, Supervisor . . . . .	81
" Robert C. Metcalf, Supervisor . . . . .	98
" George H. Conley, Supervisor . . . . .	104
" George H. Martin, Supervisor . . . . .	118
" Walter S. Parker, Supervisor . . . . .	130
" Sarah L. Arnold, Supervisor . . . . .	142
" James Frederick Hopkins, Director of Drawing . . . . .	153
" Laura Fisher, Director of Kindergartens . . . . .	164



## REPORT.

---

*To the School Committee:*

The Superintendent of Public Schools respectfully submits his Eighteenth Annual Report.

### STATISTICS.

Whole number of pupils belonging to all the day schools on the thirty-first day of January, each year :

1894.	1895.	1896.	1897.	1898.
65,588	67,488	69,315	71,949	75,561
Normal School:				
191	182	208	261	269
Latin and High Schools:				
3,675	3,944	4,193	4,574	4,871
Grammar Schools:				
32,681	33,502	34,541	35,886	37,240
Primary Schools:				
26,523	26,971	26,975	27,827	29,256
Kindergartens:				
2,518	2,889	3,398	3,401	3,925

Average number of pupils belonging to all the day schools during the five months ending January 31, each year:

<b>1894.</b>	<b>1895.</b>	<b>1896.</b>	<b>1897.</b>	<b>1898.</b>
65,144	67,654	68,960	71,640	75,095

## Normal School :

191	192	216	278	292
-----	-----	-----	-----	-----

## Latin and High Schools :

3,701	3,996	4,242	4,667	5,025
-------	-------	-------	-------	-------

## Grammar Schools :

32,700	33,714	34,639	35,906	37,229
--------	--------	--------	--------	--------

## Primary Schools :

26,141	26,971	26,636	27,435	28,685
--------	--------	--------	--------	--------

## Kindergartens :

2,411	2,781	3,227	3,354	3,864
-------	-------	-------	-------	-------

Average number of pupils belonging to the special schools during the time these schools were in session to January 31, each year :

## Horace Mann School for the Deaf:

96	101	112	108	109
----	-----	-----	-----	-----

## Evening High :

2,041	2,269	2,271	2,449	2,482
-------	-------	-------	-------	-------

## Evening Elementary :

3,566	3,041	2,745	3,308	3,413
-------	-------	-------	-------	-------

## Evening Drawing :

632	586	562	637	516
-----	-----	-----	-----	-----

## Spectacle Island :

16	19	16	25	23
----	----	----	----	----

## THE CONTINUED DEMAND FOR MORE SCHOOL-HOUSES.

The increase in the average number of pupils belonging in all the day schools has been unusually large; and it fully explains the continuance of the pressure for more school accommodations, notwithstanding all that has been done in that behalf already. The total increase in the average number belonging has been 3,445, of which 14 belonged to the Normal School, 358 to the Latin and High, 1,323 to the Grammar, 1,250 to the Primary Schools, and 510 to the Kindergartens.

As pointed out in my last year's report (see School Document No. 5, 1897, pp. 7-9), there is a definite relation between the annual increase in the number of pupils and the annual expenditure for land and new school-houses.

For seven years, 1890-97, this expenditure was \$267.09 for each additional pupil in the schools. For 3,445 additional pupils at this rate, the expenditure would reach the appalling sum of \$920,125.05. This may be an extreme result, but it is well to take a square look at the figures. Going back five years more, and taking the average rate for twelve years, 1885-97, which is over \$250, and taking the yearly increase of pupils as 3,000, the expenditure would be over \$750,000. Is this an extreme result?

To answer this, we may inquire what it would cost to house the additional pupils this year. It would take one high school-house, two grammar school-houses, and enough primary school-houses of various sizes to contain in all thirty-five rooms. For how

much less than \$750,000 can all these buildings be built, and the land bought to put them on? Opinions on this question may differ, but estimates based on recent experience cannot fall very far short of \$750,000.

The differences between the sums of money needed and the sums available year by year cannot be wiped out by ignoring them or by postponing the time of granting them. Experience has been instructive on this point. For three years past the School Committee has been struggling to cover both accumulated arrears and current needs in school-house building with sums of money hardly large enough for either purpose alone. During this time many arrears of long standing have been cancelled, but only by postponing current needs, so that, as a result, the accumulated arrearage is as great as ever. There are now 2,119 pupils housed in hired rooms and buildings, not counting the girls recently moved into the Chauncy Hall School-house. The rent paid this year for hired rooms and buildings, not including Chauncy Hall, is \$25,815. Last year it was nearly as much. This annual rental would pay the interest at four per cent. on \$645,375, which if borrowed and spent for new school-houses would furnish far better accommodations than any that can be hired, and much more ample and healthful than most of those that are now hired. But the sum just mentioned does not represent the whole existing arrearage. There are now 615 pupils accommodated in temporary wooden buildings recently built by the city. These temporary structures ought to be replaced by

permanent buildings at an early day. This year's increase in the number of pupils may be considered as provided for, in the main, by hired rooms and temporary buildings. But next year's probable increase ought to be provided for, and the inadequacy of the money this year available for that purpose should not be overlooked.

Taking all these things into consideration, it seems quite within bounds to say that the arrearage in school accommodations by the end of the current financial year will be measured by no less than a million dollars. And this arrearage pertains, for the most part, to grammar and primary schools and kindergartens; only a small part of it to the high schools. This small part is wiped out by the act recently passed (Acts of 1898, chapter 149), providing \$850,000 for high school buildings. But the larger part will remain to be added to the current needs of the year 1899. For the total needs, current and accumulated, of that year, exclusive of high schools, there ought to be provided not less than one and a half million dollars. And even this sum will not cover the cost of a new site and building for the Boston Normal School.

Ever since the whole business of purchasing sites and building school-houses came into the hands of the School Committee, a large responsibility has rested on the Superintendent in relation to the selection of sites and to the preparation of plans and specifications for buildings. This is right, for that officer ought to know where school-houses should best be placed, and what they should be in respect to capac-

ity, internal arrangement, lighting, heating, ventilation, and sanitation. He ought to be, as indeed recently he has been, in a position to prescribe to the various architects employed the requirements to be met in each new building. The discharge of this duty has taken a large share of his time and attention during the last two years. Experience has taught him that to get the best results in school building the Superintendent needs expert assistance and advice. He cannot be expected to possess that expert technical knowledge of architecture which would enable him to deal most effectively with plans and specifications submitted by various architects. He needs a consulting architect. The advice of a consulting architect, if it could be had from time to time during the preparation of plans, would save much time, by obviating the revisions which have been thought necessary at City Hall after plans have passed the School Committee.

Another measure to secure better results and prevent waste would be to place each new building during construction under the care of a competent person employed by and directly responsible to the School Committee, who should watch the work day by day and hold architect and contractors strictly to their several obligations. Recent experience in a number of instances might be cited, were any argument necessary, to prove the advantage of such supervision.

But while admitting the possibility of better buildings at less cost and taking measures to secure them, it is but just to recognize the general excellence of

the results already reached. Without claiming perfection, there need be no hesitation in saying that the school-houses built since the School Committee took full control of the matter are not inferior to those built during any former period. Indeed, some of the new buildings are superior to all others. In respect to internal arrangement, lighting, heating, ventilation, and sanitation they leave scarcely anything to be desired. That their exteriors have not always escaped unfavorable comment in respect to style is a matter of less moment. It is not possible to engage for every new school-house an architect whose genius is equal to the task of pleasing all tastes. It is difficult enough to secure every time one whose practical ability and force are such as to get from all contractors the best materials and honest work at fair prices.

#### TEACHERS AND THEIR STANDING.

There is a lively interest now prevalent in the community touching schemes for the reorganization and reform of the school system of this city. This interest has been awakened by a growing feeling that the present organization does not work as efficiently as it ought for the encouragement of good and the prevention of inferior teaching. And unquestionably this feeling has a substantial foundation in fact. Last year in my annual report was given a careful analysis of the facts. It was there shown that three-quarters of the teachers were recognized by the most competent judges as rendering good or excellent service. But it was further pointed out that the service rendered by one-quarter of the teachers was inferior in

various degrees from that described as "not quite good" down to "unsatisfactory." This statement rests upon the facts as they existed nearly two years ago. The examination of the facts which I am making this year will lead me to about the same conclusions.

Now these inferior teachers are scattered all over the city in all the schools. They deal with the children of a large number of citizens. By their infirmities of temperament or their lack of skill in teaching they make unfavorable impressions on many minds. These unfavorable impressions find ready and frequent utterance; and public opinion, which does not mean to be unjust, but is apt to be hasty, accepts these unfavorable impressions as a picture of the whole teaching service. Thus a cloud of unfavorable criticism hangs over all the teachers merely because some inferior ones — too many, indeed — are kept in their places. This is a monstrous injustice to three-quarters of the teachers in Boston to-day. Such injustice might be ended, if all people could be persuaded to speak and write with just discrimination, and to avoid the common error of generalizing from few particulars. Therefore, in the first place, justice to the superior teachers — justice indeed to the teaching profession generally — requires that the inferior teachers be improved or removed.

But there is a far stronger consideration to be urged in favor of the same conclusion, and that is *justice to the children*. Every day that a teacher of known and incurable inefficiency remains in a school, there is failure on the part of the school

authorities to discharge the chief duty incumbent upon them. There is no duty higher than this, that every school-room in the city be provided with a good and efficient teacher. If all the public schools were private enterprises, dependent only upon the tuition fees paid by the parents of all the pupils, could the proprietors long afford to retain inferior teachers in their service? Surely not. And why not? Simply because the injury to the children wrought by inferior teachers would suggest to each parent the use of a remedy directly at his hand; namely, the removal of his child to a school where there were better teachers. The vigilant proprietor of a private school would be quick to act in protection of his own interests, and his own interests would be identical with the best interests of the children entrusted to his care. Ought the managers of public schools to be any less vigilant in the protection of the best interests of the children entrusted to their care?

Let us now analyze the group of teachers who have been characterized as inferior. Observe that the group includes all those teachers who have not been pronounced by at least two well-informed and competent judges to be either "good" or "excellent." They fall easily into three classes.

The first class is of those who are still young in years and in experience, and whose early efforts in teaching have not been very successful; but who, nevertheless, have shown an ability and a disposition that promise better results in a short time. These are the teachers who can be transferred from the inferior to the superior class by improving them.

Their supervisors and their school principals watch over them, help them to learn from their failures, and point out the way to success. With some ability and the right spirit on their part and some patience and encouragement on the part of those set in authority over them, they may become, within a reasonable time, good or even excellent teachers. So long as there were good hopes of this result, it would seem both right and wise to retain such teachers in the service, provided always that no substantial injury to the children resulted therefrom.

The second class of inferior teachers is of those who have formerly been superior. Long and faithful service has told upon their strength, and they no longer show that degree of efficiency which is necessary to entitle a person to be described as a good teacher. This class of teachers has the strongest claims to personal consideration. Often they possess elements of character the fine influence of which on the children would be much more than a compensation for any defects in the mere class-work, had they still the vigor to make their influence effective in the control of a whole class. These are the teachers who would deserve pensions, if it were possible to grant pensions. They are now kept too long in their places out of a perfectly right and proper regard for the claims to consideration which long and faithful service unquestionably gives, but also, it must be acknowledged, out of a willingness to overlook in the meantime the best interests of the children in the schools. Pensions being out of the question, for the present at least, may it not be worth while to try to

hit upon a plan for retiring teachers of this class upon reduced pay for reduced work. One such plan will be suggested further on in this report. (See pp. 16-19.)

The third class of inferior teachers is of those who have always been inferior, and show a lack of ability or of disposition to improve themselves. They have not the teaching gift by nature, nor has experience developed in them any power that can take the place of the natural gift. They ought to correct the mistake they have made in the choice of an occupation. Some have been many years in the service, but the greater number have not served a very long time. These are the teachers who occasion the unfavorable comment which is too often applied to all or most teachers indiscriminately. They furnish the few instances which loose speakers and writers are prone to generalize from. Comparatively few in number, they are yet numerous enough to cause much dissatisfaction. Their number has increased of late years more than formerly, because their failure to render satisfactory service while on probation has not been made a bar to their continuance in service, nor even to their confirmation.

This matter was presented, with the details, in my report last year, together with the suggestion of a regulation which should limit service on probation to two years. Such a regulation has since been made. If thoroughly executed it will close the chief gate through which inferior teachers pass into the permanent service of the schools. Persons may pass the supervisors' examinations or may win the Boston

Normal School diploma. These form the first barrier for protecting the schools against incompetent teachers. But this first barrier is not enough. The test of examination is not infallible. Persons sometimes bring fine testimonials and succeed well at the examination table, but fail in the school-room. Hence the need of a second barrier resting on the test of actual experience in our own schools. This barrier is confirmation, which should be won by acceptable service while on probation, and in no other way. Guard well this second barrier, which is really the key to the whole situation, and the schools will be pretty safe from a future increase in the number of inferior teachers. Then the schools will be burdened by those teachers only whose service while on probation becomes unsatisfactory. This will be an unavoidable difficulty under any circumstances ; but it need be only temporary in any one school.

But what shall be done with some scores of teachers who have been confirmed in past years, notwithstanding an unsatisfactory or doubtful probation, and who have never yet done satisfactory work ? There is but one answer — they should be removed.

The power of removal can be exercised wisely and justly only in the light of full knowledge of the facts in each case. This knowledge exists and is available. One great purpose for which the Board of Supervisors was created more than twenty years ago was that its members, by careful and systematic inspection of all the classes, might gather and record authentic information concerning teachers and their teaching. In the current phrase of that day, the supervisors

were to act as "the eyes and ears of the School Committee;" but they were not clothed with any executive power. All power of action was reserved to the School Committee and the many sub-committees thereof. It was expected that this executive power would be guided in action by the things seen and heard through the official eyes and ears. The superior teachers were to be protected and in a sense rewarded by a just recognition of the excellence of their service. The inferior teachers were to be encouraged and helped to improve themselves, so far as might be possible; but their failures to meet the just requirements of their office were to be noted. For many years the functions of seeing and hearing, as well as those of encouraging and helping, have been diligently exercised, and the information so gathered has been the occasion of much wise, and the preventive of some unwise, action. The value of this information has been more fully recognized of late than formerly. The Board of Supervisors as the depositary of this and much other special information has latterly been permitted to make direct use of its knowledge in two important ways: first, in giving official advice on matters of educational policy and administration, and secondly, within a year past, in making nominations for the appointment of all teachers and other officers of instruction. This same board can be trusted, I am sure, to act or to advise wisely in the very difficult matter of removals.

## THE RETIREMENT OF TEACHERS ON REDUCED PAY.

The plan I wish to have considered for the retirement of teachers after long service on reduced pay has a double purpose. In the first place, it proposes the best practicable substitute for a pension system, which is supposed, under existing law, to be impossible. In place of a pension, it suggests a moderate stipend for such service as a retired teacher may still be able to render. In the second place, it proposes to supply the schools with the much-needed help of supernumerary teachers; that is, teachers not attached to any particular class, but free to give assistance wherever needed in the school or in the district. Both these purposes are, I think, generally admitted to be excellent, if practicable; so that the chief question to be met is the question of cost.

It may be assumed that every teacher retired under the plan would be one receiving at the time of retirement the maximum salary. In the absence of any plan for retirement, this teacher would go on receiving the maximum salary some years longer. But the place of a retiring teacher would be taken by a young teacher, who would begin on the minimum salary. The difference between the minimum and the maximum salary would be available the first year for the retired teacher's stipend. In the second and following years this difference would become less and less, but whatever its amount it would still be available for the same purpose. For example, taking the salary of assistants in the grammar and primary schools, the maximum being \$936 and the minimum \$552, the difference

available for the retired teacher's stipend the first year would be \$384; the second, \$336; the third, \$288; and so on, \$48 less each year, for eight years. Assuming that the retired teacher receives half pay, that is, \$468 a year, there would be needed, in addition to the available sums just mentioned, the first year, \$84; the second, \$132; the third, \$180, and so on, \$48 more each year for eight years. These sums last mentioned represent the apparent cost of the plan of employing two teachers, a retired teacher on half pay and a new one beginning on the minimum salary, instead of employing one teacher on the maximum salary. Supposing the two teachers to be employed thus for eight years, the average annual cost would be apparently \$252.

Now, is there any way of saving this cost, so that the total expenditure for salaries shall not be increased by this retirement plan? I think there is; for I see a considerable expenditure now made every year for services not rendered. I refer to the absence of teachers who do not pay for substitutes. Let the city assume the payment of all substitutes actually rendering service, but let the pay of every absent teacher be reduced by the amount now required to be paid a substitute, whether a substitute be actually employed or not. Thus the sum saved by not employing a substitute in any case would accrue to the city, and not to the absent teacher. The result would be a considerable fund left in the hands of the city, where it properly belongs. Precisely how large this fund would be I am not prepared to state; but I have looked into the matter far enough to feel sure that it

would amount to several thousands of dollars annually. This fund could be increased by an amount that might be saved by employing retired teachers to some extent as substitutes. They would always be at hand in emergencies for short periods of service. The amount thus saved by them certainly ought to go into the fund out of which their stipends are paid.

What with the difference between maximum salaries and the minimum or lower salaries of younger teachers, and the amount withheld for service not rendered by absent teachers, and the amount earned by retired teachers acting as substitutes, there would be money enough to cover the half pay of thirty or forty, possibly fifty, teachers. Therefore, the retirement of so many teachers in the way proposed would cost the city nothing.

The duties which might be required of retired teachers would be different in different schools, but they should not be burdensome in any. Being relieved from the care of a class, their work would become at once much easier. They might help slow and backward children, taking them one or a few at a time; might help teachers whose rooms were overcrowded, by taking out some of the pupils for some of their lessons; might help in the clerical work of the school, thereby saving the valuable time of a first assistant or other highly paid teacher for better uses; and might, as already suggested, render a limited amount of substitute service.

There is an incidental advantage which would arise from the city's undertaking to pay substitutes and making the proper deduction from the pay of all

absent teachers; and that is the advantage of having all teachers treated alike in the matter of absence. In some schools a substitute is always employed for an absent teacher; in other schools not always or not often. Teachers are aware of these differences and remark upon them. They would be justified in complaining of them. No one will doubt the fairness of a plan that removes all differences, especially when the money saved thereby is used for the payment of retired teachers.

#### THE INTELLECTUAL LIFE OF TEACHERS.

The deadening influence of routine in teaching is well known; and the constant temptation which besets all teachers to let the daily routine work of the school-room absorb their whole energy is too familiar to need description. The virtue of the good teacher consists precisely in resisting and overcoming this temptation. In this struggle the teacher has strong allies ready to give aid. One of these is the altruistic impulse, the personal interest that may be taken in the formation of each pupil's mind and character through the influences of teaching. A teacher wholly absorbed in his own intellectual interests, as apart from those of his pupils, is depriving himself of his very strongest ally in the field of motives; namely, a personal interest in the pupils committed to his care. Said a college professor, "What can be more deadening to all intellectual interest than to read year after year the same classic author with the successive classes of students? I plead for a frequent change of authors." Another professor replied, "My chief

intellectual interest lies not in the classic author read, but in the minds and characters of each new class of young men coming under my instruction. If I may so teach as to awaken and sustain intellectual life in them, my own gains in vigor thereby, and I care very little what particular authors I use for the purpose." The contrast between the two professors is clear. The one was merely a scholar, the other was a teacher.

But no teacher can afford to dispense with good scholarship; for without it he fails in his chief desire, which is to be of the highest service to his pupils. This suggests a second strong ally of the teacher's in his struggle against intellectual stagnation; namely, a desire to improve his own intellectual equipment. "Hence it is," as I remarked last year, "a good test of the intellectual condition of the schools to take an account of the studies the teachers are carrying on for themselves." Such an account was taken last year and has been taken again this year. No one can read the details of these accounts without being deeply impressed with the conviction that the great majority of the teachers in this city are intellectually very much alive. They show it by the extent and variety of their intellectual pursuits while out of school. I wish to repudiate, with all the emphasis that my knowledge of the facts can give, the general charge, sometimes made by ill-informed persons, that our teachers as a body are lacking in culture, intelligence, and scholarly interest. That there are exceptional cases in which such a charge may be sustained is not denied; nor is it forgotten how prone people

are to seize upon such exceptional cases as proofs of a general charge. But the more favorable opinion is the right one; and it is wrong to permit our fair view of the whole to be obscured unduly by the few unfavorable instances.

So far have the efforts of teachers to improve themselves been carried in many instances that I feel bound to utter a word of caution, which I trust will be taken by those, and those only, who need it. There is such a thing as a teacher's overdoing the work of self-improvement by out-of-school study. Especially is it possible to spend too much time in attending miscellaneous courses of lectures or in desultory reading. It is better to spend less time in a more intensive study of one or two subjects than to spend much more time roving aimlessly over a broader field. The lecture habit and the desultory reading habit are not in themselves the sources of vigorous intellectual life. One good course of lectures accompanied by a carefully selected course of reading on the topics of the lectures will give much more satisfactory results than are likely to be obtained in any other way. "The much be-lectured teachers of Boston" is the expression of a bright teacher who with her companions had been attending three or four lectures a week, and had begun to doubt the efficacy of such intellectual stimulus when administered in such abundance. I quite agree with her in her doubts, and in believing that a more concentrated and sustained attention to one subject at a time would be better than so much scattered and superficial work.

Now I hope that no word that has been said will be construed as an ungracious comment on the efforts of public-spirited people to furnish the teachers, through lectures and otherwise, with the means of intellectual improvement. All these efforts are most thankfully appreciated. My sole purpose is to counsel teachers to use moderation and discrimination in making their selection from the abundance of opportunities thus spread before them. The serious difficulty in exhorting teachers generally to make use of such opportunities is that the exhortation stirs those who need no stirring, but fails to reach those who do.

#### MANUAL TRAINING.

Manual training, in the forms of sewing, cookery, and wood-working especially, is now apparently secure in its possession of a share of time and attention in all the grammar schools. Its educative value has come to be more generally appreciated even among those who were at first attracted by the practical domestic or industrial value of the knowledge gained by it. The Mechanic Arts High School carries manual training for boys to the end of the high school period. There ought to be a sister school—an Industrial High School for Girls—which should carry on manual training for girls to the end of the same period. These two schools would seem to indicate the length to which education through manual training is likely to be carried in the systems of public instruction supported by American cities.

But in point of breadth and variety it is well to remember that all the industrial education offered in the most enterprising American cities is but a small fractional part of what is now offered in many cities of Germany, France, and England. There has been an immense advance in these countries during the last ten years in public provision for industrial education. It has indeed been said, apparently on good authority, that if the United States were as well supplied with industrial schools as are some parts of Germany, and attendance on them were as great, there would be in the United States more young people of high school age under industrial instruction than now there are under academic instruction. Boston, for example, would have more than four thousand instead of the eight or nine hundred now found in the Mechanic Arts High School and in the Free Evening Industrial Drawing Schools. The schools last named correspond in character to many of the industrial schools of Germany; for these are largely engaged in teaching the applications of drawing to various arts and crafts, and are in session evenings and Sundays.

The time may not be far off when industrial conditions in this country will compel our people to pay more attention to industrial education. Then we may expect to see our evening drawing schools enlarged and multiplied, and similar schools added for teaching various other applications of science and art to industry. This subject is a tempting one to enlarge upon; but this paragraph must not grow into an essay. My purpose is now merely to state what

in my opinion should be the future policy concerning manual training in the grammar schools.

My study and observation of the matter have led me to think that all manual training in the grammar schools ought to be given by the regular and not by special teachers. The change could not be made all at once, for the special teachers now in the service ought not to be disturbed. But all future appointments could be limited to persons qualified for general teaching as well as for teaching their specialty. The best teachers of wood-working, of cookery, and of sewing are unquestionably those who have added to their qualifications for general teaching that for teaching one of these specialties. Experience has shown that such teachers can be had, if they are earnestly demanded.

The creation of a supply of such teachers is not a difficult matter. With a little substantial encouragement many regular teachers of some experience could be induced to prepare themselves for teaching a specialty. This has been done to a considerable extent already. If the Boston Normal School were properly housed and equipped, it could easily give the necessary instruction to some of its graduates waiting for employment, and also to some teachers already in the general service; so that the grammar schools could be supplied each with one or more teachers of each branch of manual training; and these teachers if not fully employed in teaching their specialties could fill up their time with general teaching.

Each grammar school should have a room for

wood-working, a room for cookery, and a room for sewing. Then there would be no passing of pupils to distant buildings for instruction in any kind of manual training, and no passing of teachers from school to school. These teachers of specialties would belong to the regular staff of the school. They would teach their specialties; but if these did not give them work enough they would teach other subjects.

There never was, I think, any good reason why sewing should not be taught by the regular teachers. Twenty years ago, nearly, a committee of the School Board expressed the opinion that "the regular teachers of the classes in which sewing is taught are women who are competent to teach needlework; or if they are not competent, they can be brought up to it in the same manner in which they have been fitted to teach music and drawing." I very much doubt if any good female teacher in the service would admit her inability to teach needlework, or, at any rate, her inability to prepare herself for such teaching, if required, in a short time. If in point of fact the greater number of women who become teachers are ignorant of needlework, it is an indication of something wrong in the tendencies of modern education. There is a sentimental argument sometimes advanced in favor of manual training, that it teaches the dignity of labor. What is the bearing of this argument on sewing in the schools? If the little girls see that their regular teacher, pattern of all excellence in their eyes, is ignorant of needlework, so that they are turned over

to a person of inferior education for their instruction in that art, what inference are they going to draw concerning the dignity of needlework in particular or of labor in general? Will they not see, what the world knows, that this teacher neglected needlework and studied algebra, the better to prepare herself for an occupation deemed by her more dignified than others within her reach? By her silent example she inculcates a view of the dignity of labor which all the manual training ever heard of will not change.

As to cookery and wood-working, special preparation for the teaching of these matters may be more difficult than it is for sewing; but not much. A few years ago it would have been assumed that women would not and could not work at the carpenter's bench. Now we find some of the best-taught classes in wood-working under the instruction of women. There is no insuperable obstacle in the way, therefore, if the policy be adopted of requiring the regular teachers, or some of them, after due preparation, to teach the specialties of manual training in the grammar schools.

The first reason for this policy has been suggested already. The instruction comes with greater force and better effect from a regular teacher than it does from a visiting or a visited teacher. Also the broader culture and superior teaching skill usually possessed by the regular teachers, in comparison with the limited education of the mere specialist, make their instruction more effective.

A second reason is the growing costliness of the

present plan. It is difficult to see how manual training can be extended much farther on the present plan without unduly increasing the cost of grammar school instruction. Every special teacher appointed relieves the regular teachers of a part of their work, but not of any part of their salaries. For every class engaged in manual training there are two salaries paid, the salary of the manual training teacher and the salary of the teacher in whose room the children would be if there were no manual training. The teachers of manual training increase the total number of teachers provided for a given number of pupils, and increase the outlay for salaries in the same proportion. If manual training were to be increased as much as some of its more ardent advocates desire — say to the extent of filling half of the school time — it is clear that the total amount paid for salaries might be nearly doubled.

It may be said that the addition of manual training teachers has one desirable effect, that of virtually reducing the average number of pupils to be taught by one teacher; and it may, indeed, be admitted that the present quota of fifty-six pupils to a regular teacher is too large. But the relief afforded by the manual training teachers comes to the grades quite irregularly, and does not reach the primary grades at all. If the quota is to be reduced, the reduction should affect all regular teachers alike; or, if there is to be a difference that difference should favor the primary teachers. By the policy I am advocating, the quota might be reduced, but the additional teachers so

gained would be the manual training teachers who are now employed without regard to the quota.

The usual statistical tables are appended.

In the supplement will be found reports prepared by supervisors and directors.

Respectfully submitted,

EDWIN P. SEAVER,

*Superintendent of Public Schools.*

BOSTON, March, 1898.

# STATISTICS

FOR THE

HALF-YEAR ENDING JANUARY 31, 1898.

**SUMMARY.**  
*January 31, 1898.*

GENERAL SCHOOLS.	No. of Schools.	No. of Regular Teachers.			Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
		Men.	Women.	Total.					
Normal . . . . .	1	2	9	11	292	282	10	97.	269
Latin and High . . . . .	11	77	87	164	5,025	4,779	246	95.	4,871
Grammar . . . . .	57	121	674	795	37,229	34,548	2,681	93.	37,240
Primary . . . . .	547	...	547	547	28,685	25,360	3,325	88.	29,256
Kindergartens . . . . .	67	...	127	127	3,864	2,882	982	75.	3,925
<b>Totals . . . . .</b>	<b>683</b>	<b>200</b>	<b>1,444</b>	<b>1,644</b>	<b>75,095</b>	<b>67,851</b>	<b>7,244</b>	<b>90.</b>	<b>75,561</b>

SPECIAL SCHOOLS.	No. of Schools.	No. of Regular Teachers.			Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
		Men.	Women.	Total.					
Horace Mann . . . . .	1	12	109	97	12	89.0	12	115	
Spectacle Island . . . . .	1	1	23	21	2	91.3	2	22	
Evening High: Central . . . . .	1	26	1,887	1,512	375	80.1	375		
Charlestown Branch . . . . .	6	240	177	63	177	73.7	63		
East Boston Branch . . . . .	6	169	127	42	127	75.1	42		
South Boston Branch . . . . .	6	186	122	64	122	65.6	64		
Evening Elementary . . . . .	12	145	3,413	2,077	1,336	60.8	1,336		
Evening Drawing . . . . .	5	26	516	400	116	77.5	116		
<b>Totals . . . . .</b>	<b>20</b>	<b>228</b>	<b>6,543</b>	<b>4,533</b>	<b>2,010</b>	<b>69.3</b>	<b>2,010</b>		

## SPECIAL TEACHERS.

*Not included in the preceding tables.*

	Men.	Women.	Total.
Chemistry: Girls' High School: Teacher . . . . .		1	1
Girls' High School: Laboratory Assistant . . . . .		1	1
Cookery: Principal and Instructors . . . . .		17	17
Drawing: Director and Assistants . . . . .	3		3
German: Girls' Latin and Girls' High Schools: Teacher . . . . .	1		1
Kindergartening: Director . . . . .		1	1
Normal School: Teacher of theory and practice . . . . .		1	1
Military Drill: Instructor . . . . .	1		1
Modern Languages: Assistant Instructors . . . . .	2		2
Music: Instructors and Assistant Instructors . . . . .	4	4	8
Physical Training: Assistant Director . . . . .	1		1
Brighton High School: Instructor . . . . .		1	1
East Boston High School: Instructor . . . . .		1	1
Girls' Latin and Girls' High Schools: Instructor . . . . .		1	1
Roxbury High School: Instructor . . . . .		1	1
Physical Training and Reading: Girls' Latin and Girls' High Schools: Instructor . . . . .		1	1
Sewing: Instructors . . . . .		39	39
Woodworking: Principal and Instructors . . . . .	8	17	25
<b>Totals . . . . .</b>	<b>20</b>	<b>86</b>	<b>106</b>

## NORMAL AND HIGH SCHOOLS.

*Semi-annual Returns to January 31, 1898.*

SCHOOLS.	Average Whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head-Masters.	Masters.	Junior-Masters.	Asst. Principals.	Assistants.	Instructors.	Asst. Instructors.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Normal . . . . .	292	292	584	282	282	564	10	97	1	1	1	9	1	1	1
Latin . . . . .	636	636	1272	617	617	1234	19	97	1	9	12	1	1	1	1
Girls' Latin . . . . .	344	344	688	328	328	656	16	95	1	1	11	11	1	1	1
Brighton High . . . . .	85	172	257	81	162	243	14	95	1	1	1	7	1	1	1
Charlestown High . . . . .	85	212	297	82	196	278	19	94	1	1	1	9	1	1	1
Dorchester High . . . . .	97	210	307	92	196	288	19	93	1	1	1	9	1	1	1
East Boston High . . . . .	75	146	221	72	137	209	12	95	1	1	6	6	1	1	1
English High . . . . .	879	879	1758	838	838	1676	41	95	1	11	14	14	1	1	1
Girls' High . . . . .	936	936	1872	883	883	1766	53	94	1	1	1	23	1	1	1
Mechanic Arts High . . . . .	322	322	644	311	311	622	11	97	1	3	5	5	2	2	2
Roxbury High . . . . .	136	441	577	131	417	548	29	95	1	4	13	13	1	1	1
West Roxbury High . . . . .	54	195	249	52	184	236	13	95	1	1	7	7	1	1	1
<b>Totals . . . . .</b>	<b>2,369</b>	<b>2,948</b>	<b>5,317</b>	<b>2,276</b>	<b>2,785</b>	<b>5,061</b>	<b>256</b>	<b>95</b>	<b>11</b>	<b>24</b>	<b>37</b>	<b>294</b>	<b>5</b>	<b>2</b>	

## NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATION AND AGES, JANUARY 31, 1898.

SCHOOLS.	First-year class.	Second-year class.	Third-year class.	Fourth-year class.	Fifth-year class.	Sixth-year class.	Out-of-course Class.	Whole number absent date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years.	
Normal . . . . .	130	102	37	269	269	269	269	269	11	26	85	108	144	109	101	42	17	4	1	
Latin . . . . .	69	70	148	111	63	52	135	648	11	26	85	108	144	109	101	42	17	4	1	
Girls' Latin . . . . .	30	35	53	66	36	36	82	338	2	17	40	57	67	69	50	23	7	5	1	
Brighton High . . . . .	112	72	42	19	•	•	•	245	•	•	•	4	23	65	64	50	27	6	5	1
Charlestown High . . . . .	124	80	56	20	•	•	•	280	•	•	•	10	24	67	63	69	33	10	3	1
Dorchester High . . . . .	133	73	57	27	•	•	•	290	•	•	•	3	24	67	84	75	24	9	4	•
East Boston High . . . . .	110	49	41	11	•	•	•	211	•	•	•	9	26	54	53	36	20	10	1	•
English High . . . . .	318	218	173	48	•	•	•	857	•	•	•	21	80	215	262	169	73	27	6	4
Girls' High . . . . .	406	225	166	83	•	•	•	880	•	•	•	10	74	191	212	204	119	53	13	4
Mechanic Arts High . . . . .	176	110	29	3	•	•	•	318	•	•	•	2	11	54	92	94	39	21	4	1
Roxbury High . . . . .	247	143	116	53	•	•	•	559	•	•	•	7	39	111	162	113	87	25	12	3
West Roxbury High . . . . .	117	65	45	18	•	•	•	245	•	•	•	7	27	57	67	56	22	7	2	•
<b>Totals . . . . .</b>	<b>2,072</b>	<b>1,242</b>	<b>963</b>	<b>459</b>	<b>99</b>	<b>88</b>	<b>217</b>	<b>5,140</b>	<b>13</b>	<b>43</b>	<b>198</b>	<b>493</b>	<b>1,092</b>	<b>1,237</b>	<b>1,032</b>	<b>568</b>	<b>266</b>	<b>110</b>	<b>88</b>	

## NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1898.

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal . . . . .	10	292	29.2
Latin . . . . .	21	636	30.3
Girls' Latin . . . . .	11	344	31.3
Brighton High . . . . .	8	257	33.1
Charlestown High . . . . .	10	297	29.7
Dorchester High . . . . .	10	307	30.7
East Boston High . . . . .	7	221	31.6
English High . . . . .	25	879	35.2
Girls' High . . . . .	25	936	37.4
Mechanic Arts High . . . . .	10	322	32.2
Roxbury High . . . . .	18	577	32.1
West Roxbury High . . . . .	8	249	31.1
Totals . . . . .	165	5,317	32.2

## ADMISSIONS, SEPTEMBER, 1897.

## TO NORMAL SCHOOL.

SCHOOLS.	Number Admitted.	Average Age.	
		Years.	Months.
Brighton High . . . . .	2	18	7
Charlestown High . . . . .	10	19	1
Dorchester High . . . . .	11	19	6
East Boston High . . . . .	3	19	0
Girls' High . . . . .	60	19	3
Roxbury High . . . . .	15	19	4
West Roxbury High . . . . .	5	20	2
Post Graduates . . . . .	61	20	10
Other Sources . . . . .	43	20	3
Totals . . . . .	213	19	7

## TO LATIN AND HIGH SCHOOLS.

SCHOOLS.	Admitted.		From Grammar Schools.	From Other Sources.	Totals.	Average Age.	
	Boys.	Girls.				Years.	Months.
Latin . . . . .	189	142	47	189	14	1	
Girls' Latin . . . . .	105	85	20	105	14	2	
Brighton High . . . . .	50	70	109	11	120	15	
Charlestown High . . . . .	31	92	123	—	123	15	3
Dorchester High . . . . .	49	130	158	21	179	15	8
East Boston High . . . . .	31	90	104	17	121	15	1
English High . . . . .	448	—	393	55	448	15	4
Girls' High . . . . .	—	521	420	101	521	15	6
Mechanic Arts High . . . . .	182	—	146	36	182	15	5
Roxbury High . . . . .	47	179	204	22	226	15	7
West Roxbury High . . . . .	32	95	121	6	127	15	3
Totals . . . . .	1,059	1,282	2,005	336	2,341	15	2

## GRAMMAR SCHOOLS.

*Semi-annual Returns to January 31, 1898.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Adams . . . . .	234	213	447	214	190	404	43	90	1	1	1	7
Agassiz . . . . .	673	12	685	635	11	646	39	94	1	2	1	11
Bennett . . . . .	277	275	552	267	262	529	23	96	1	2	1	8
Bigelow . . . . .	823	...	823	777	...	777	46	94	1	2	2	12
Bowditch . . . . .	589	589	589	555	555	555	34	94	1	2	9	
Bowdoin . . . . .	473	473	473	411	411	411	62	87	1	2	8	
Brimmer . . . . .	550	...	550	499	...	499	51	91	1	2	1	8
Bunker Hill . . . . .	284	260	544	266	236	502	42	92	1	1	2	8
Chapman . . . . .	335	313	648	318	291	609	39	94	1	1	2	10
Charles Sumner . . . . .	318	266	584	291	237	528	56	90	1	1	2	9
Christopher Gibson . . . . .	319	381	700	303	356	659	41	94	1	1	3	10
Comins . . . . .	310	331	641	293	305	598	43	93	1	1	2	9
Dearborn . . . . .	426	371	797	397	341	738	59	93	1	1	2	12
Dillaway . . . . .	727	727	727	660	660	660	67	91	1	2	1	12
Dudley . . . . .	728	...	728	689	...	689	39	95	1	2	1	11
Dwight . . . . .	674	...	674	636	...	636	38	94	1	2	1	10
Edward Everett . . . . .	239	257	496	222	239	461	35	93	1	1	2	8
Elliot . . . . .	1,180	...	1,180	1,083	...	1,083	97	92	1	3	1	22
Emerson . . . . .	471	480	951	439	441	880	71	93	1	1	3	14
Everett . . . . .	719	710	710	648	648	62	91	1	2	1	12	
Franklin . . . . .	699	699	699	636	636	636	63	91	1	2	1	12
Frothingham . . . . .	315	293	608	289	268	557	51	92	1	1	2	
Gaston . . . . .	868	868	868	807	807	807	61	93	1	2	1	13
George Putnam . . . . .	219	240	459	206	222	428	31	93	1	1	1	7
Gilbert Stuart . . . . .	214	226	440	202	212	414	26	94	1	1	1	6
Hancock . . . . .	917	917	917	828	828	828	89	90	1	2	1	19
Harris . . . . .	252	220	472	236	204	440	32	93	1	1	1	7
Harvard . . . . .	313	344	657	293	316	609	48	93	1	1	2	10

GRAMMAR SCHOOLS.—*Concluded.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	Assistants.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Henry L. Pierce . . . . .	338	410	748	322	379	701	47	94	1	2	1	11
Hugh O'Brien . . . . .	535	414	949	499	385	884	65	93	1	1	2	13
Hyde . . . . .	580	580	1,160	542	542	1,084	38	93	1	2	10	10
John A. Andrew . . . . .	474	328	802	440	298	738	64	92	1	1	2	12
Lawrence . . . . .	702	702	1,404	675	675	1,350	27	96	1	2	1	13
Lewis . . . . .	428	487	915	406	456	862	53	94	1	2	2	13
Lincoln . . . . .	588	588	1,176	554	554	1,108	34	94	1	2	1	9
Longfellow . . . . .	215	192	407	201	174	375	32	92	1	1	1	7
Lowell . . . . .	550	526	1,076	526	487	1,013	72	94	1	1	2	20
Lyman . . . . .	378	275	653	346	250	596	57	91	1	1	2	11
Martin . . . . .	235	201	436	221	187	408	28	94	1	1	1	7
Mather . . . . .	473	466	939	443	427	870	69	93	1	2	2	14
Miwot . . . . .	160	179	339	152	166	318	21	94	1	1	1	6
Norcross . . . . .	578	578	1,156	537	537	1,074	41	93	1	2	10	10
Phillips . . . . .	1,124	1,124	2,248	1,052	1,052	2,104	72	94	1	3	1	16
Prescott . . . . .	264	230	494	246	212	458	56	93	1	1	1	8
Prince . . . . .	240	348	588	226	326	552	36	94	1	1	1	10
Quincy . . . . .	464	464	928	407	407	814	57	88	1	2	1	7
Rice . . . . .	471	471	942	435	435	870	36	92	1	2	2	5
Robert G. Shaw . . . . .	161	178	339	154	165	319	20	94	1	2	1	5
Roger Clap . . . . .	215	217	432	205	201	406	26	94	1	1	1	6
Sherwin . . . . .	543	543	1,086	510	510	986	33	94	1	2	1	7
Shurtliff . . . . .	601	601	1,202	554	554	1,108	47	92	1	2	1	11
Thomas N. Hart . . . . .	564	564	1,128	542	542	1,084	22	96	1	1	1	8
Tileston . . . . .	173	166	339	162	154	316	23	93	1	1	1	6
Warren . . . . .	323	306	629	307	289	596	33	95	1	1	2	9
Washington Allston . . . . .	466	469	935	439	438	877	58	94	1	2	2	16
Wells . . . . .	700	700	1,400	629	629	1,258	71	90	1	2	1	12
Winthrop . . . . .	666	666	1,332	591	591	1,182	75	89	1	2	1	12
<b>Totals . . . . .</b>	<b>19,247</b>	<b>17,982</b>	<b>37,229</b>	<b>18,025</b>	<b>16,523</b>	<b>34,548</b>	<b>2,681</b>	<b>93</b>	<b>57</b>	<b>60</b>	<b>92</b>	<b>586</b>

## APPENDIX.

Number of Pupils in each Grade, whole Number, and Ages, January 31, 1898.

Schools		Beghteen years									
Number	Grade	Eight years.					Fifteen years.				
		Sixteen years.		Seventeen years.			Eighteen years.		Nineteen years.		
		Years.	Years.	Years.	Years.	Years.	Years.	Years.	Years.	Years.	Years.
Adams	54	168	102	55	34	440	...	42	67	83	93
Agassiz	53	195	157	54	155	61	670	1	21	69	104
Binet	45	73	97	108	111	113	...	647	1	13	64
Bigelow	56	156	166	162	160	54	830	1	19	92	135
Bowditch	49	96	101	121	108	76	237	...	10	57	46
Bowdoin	49	47	166	46	89	97	42	478	...	7	40
Brummer	36	45	94	104	113	114	40	546	1	11	51
Bunker Hill	46	52	41	129	104	135	25	535	...	16	50
Chapman	69	166	108	127	109	109	14	642	1	15	62
Chas. Summer	44	92	103	129	167	99	...	574	1	20	57
Christopher Gibson	77	87	128	163	142	165	...	702	1	16	89
Comins	86	73	111	110	121	114	39	654	...	15	47
Dearborn	45	91	94	153	181	191	36	791	1	17	65
Dillaway	76	96	167	194	121	170	...	734	...	21	74
Dudley	64	83	97	113	171	164	55	727	...	16	69
Dwight	46	109	109	156	109	110	49	678	...	17	53
Edward Everett	61	71	74	98	101	97	...	502	...	13	42
Emerson	50	56	152	156	167	277	251	1,209	13	33	117
Everett	104	129	170	128	189	206	...	910	1	25	87
Franklin	26	54	159	114	157	116	41	677	...	18	72
Frothingham	54	55	112	103	106	142	34	609	...	22	56
Gaston	83	98	110	170	222	166	...	849	...	42	86
George Putnam	39	48	55	112	98	102	...	454	...	4	39
Gilbert, Stuart	46	69	80	86	99	75	...	444	...	15	49



## DISTRIBUTION OF PUPILS IN RESPECT BOTH

GRADES.		Under 4 years.	4 years.	5 years.	6 years.	7 years.	8 years.	9 years.
Latin Schools.	All Grades . . . {	Boys . . .	• • •	• • •	• • •	• • •	• • •	• • •
	Girls . . .	• • •	• • •	• • •	• • •	• • •	• • •	• • •
	Totals . . . .	• • •	• • •	• • •	• • •	• • •	• • •	• • •
High Schools.	Advanced Class {	Boys . . .	• • •	• • •	• • •	• • •	• • •	• • •
	Girls . . .	• • •	• • •	• • •	• • •	• • •	• • •	• • •
	Third-year Class {	Boys . . .	• • •	• • •	• • •	• • •	• • •	• • •
	Second-year Class {	Boys . . .	• • •	• • •	• • •	• • •	• • •	• • •
	First-year Class {	Boys . . .	• • •	• • •	• • •	• • •	• • •	• • •
	Totals . . . .	• • •	• • •	• • •	• • •	• • •	• • •	• • •
Grammar Schools.	Ninth Grade . . . {	Boys . . .	• • •	• • •	• • •	• • •	• • •	• • •
	Girls . . .	• • •	• • •	• • •	• • •	• • •	• • •	• • •
	Eight Grade . . . {	Boys . . .	• • •	• • •	• • •	• • •	• • •	• • •
	Seventh Grade . . . {	Boys . . .	• • •	• • •	• • •	• • •	• • •	9
	Girls . . .	• • •	• • •	• • •	• • •	• • •	• • •	1
	Sixth Grade . . . {	Boys . . .	• • •	• • •	• • •	• • •	• • •	4 56
	Fifth Grade . . . {	Boys . . .	• • •	• • •	• • •	• • •	• • •	42 388
	Girls . . .	• • •	• • •	• • •	• • •	• • •	• • •	36 414
	Fourth Grade . . . {	Boys . . .	• • •	• • •	• • •	• • •	• • •	11 446 1,245
	Ungraded . . . . {	Boys . . .	• • •	• • •	• • •	• • •	• • •	14 443 1,177
	Girls . . .	• • •	• • •	• • •	• • •	• • •	• • •	17 56 132
	Totals . . . . .	• • •	• • •	• • •	• • •	• • •	• • •	15 39 93
Totals . . . . .		• • •	• • •	• • •	• • •	• • •	• • •	57 1,068 3,568
Primary Schools.	Third Grade . . . {	Boys . . .	• • •	• • •	1	28	520	1,419 1,140
	Girls . . .	• • •	• • •	1	22	520	1,352	1,190
	Second Grade . . . {	Boys . . .	• • •	• •	20	748	1,710	1,350 597
	Girls . . .	• • •	• • •	18	720	1,716	1,139	441
	First Grade . . . {	Boys . . .	• • •	22	2,044	2,817	1,363	455 131
	Girls . . .	• • •	27	1,664	2,514	1,316	376	93
Totals . . . . .		• • •	• • •	49	3,748	6,849	7,145	6,091 3,492
Kindergartens.	All Classes . . . {	Boys . . .	164	911	744	82	10	• • •
	Girls . . .	189	979	728	109	9	• • •	• • •
Totals . . . . .		• • •	353	1,890	1,472	191	19	• • •
Totals by Ages . . . . .		• • •	353	1,939	5,220	7,040	7,221	7,159 7,060

## TO AGE AND TO GRADES, JANUARY 31, 1898.

10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals.
..	11	26	85	108	144	109	101	42	22	648
..	2	17	40	57	67	69	50	23	13	338
..	13	43	125	165	211	178	151	65	35	986
..	..	..	..	..	..	..	4	17	32	80
..	..	..	..	..	..	..	1	6	48	202
..	..	..	..	..	..	16	68	119	85	316
..	..	..	..	..	..	1	16	81	157	409
..	..	..	..	3	14	96	168	129	39	467
..	..	..	..	..	18	106	189	174	62	568
..	..	..	..	33	121	286	260	106	17	831
..	..	..	..	37	174	360	283	118	31	1,012
..	..	..	..	73	328	881	1,059	868	444	3,885
..	3	58	291	527	468	203	45	7	..	1,602
..	3	38	266	553	544	279	82	20	..	1,785
5	65	308	659	640	340	110	24	2	..	2,153
1	60	297	615	669	375	137	24	3	..	2,181
64	343	706	862	594	243	42	9	2	..	2,874
74	389	826	865	473	197	44	4	..	..	2,873
400	930	1,006	715	341	81	14	1	..	..	3,548
424	899	919	561	263	64	16	3	..	..	3,204
1,002	994	703	349	137	33	3	..	..	..	3,651
1,005	905	607	318	96	20	..	1	..	..	3,402
1,230	678	350	137	50	8	2	..	..	..	4,157
1,024	576	259	122	33	8	2	..	..	..	3,658
267	277	217	190	94	46	8	3	..	..	1,307
179	182	160	122	45	7	3	..	..	..	845
5,675	6,304	6,454	6,072	4,515	2,434	863	196	34	..	37,240
517	130	40	7	..	..	..	..	..	..	3,802
453	131	34	5	..	..	..	..	..	..	3,608
204	42	11	4	..	..	..	..	..	..	4,686
145	33	17	4	..	..	..	..	..	..	4,233
41	12	6	1	..	..	..	..	..	..	6,892
20	17	4	4	..	..	..	..	..	..	6,035
1,380	365	112	25	..	..	..	..	..	..	29,256
..	..	..	..	..	..	..	..	..	..	1,911
..	..	..	..	..	..	..	..	..	..	2,014
..	..	..	..	..	..	..	..	..	..	3,925
7,055	6,682	6,609	6,295	5,008	3,526	2,100	1,215	543	267	75,292

## PRIMARY SCHOOLS.

*Semi-annual Returns to January 31, 1898.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 Years.	Over 8 Years.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams . . . . .	6	167	139	306	147	120	267	39	87	254	45	299
Agassiz . . . . .	5	145	126	271	132	112	244	27	90	236	42	278
Bennett . . . . .	8	235	227	462	213	204	417	45	90	376	83	450
Bigelow . . . . .	11	264	234	498	238	207	445	53	89	408	86	494
Bowditch . . . . .	10	274	269	543	245	234	479	64	88	469	89	558
Bowdoin . . . . .	9	209	206	415	177	166	343	72	82	368	74	442
Brimmer . . . . .	7	187	169	356	168	148	316	40	89	284	80	364
Bunker Hill . . . . .	10	222	161	383	205	141	349	34	91	315	83	398
Chapman . . . . .	8	226	231	457	199	200	399	58	87	399	59	458
Charles Sumner . . .	9	253	208	461	219	177	396	65	86	409	42	451
Christopher Gibson, .	9	272	249	521	244	217	461	60	88	448	77	525
Comins . . . . .	6	148	128	276	133	111	244	32	88	242	57	299
Dearborn . . . . .	16	523	425	948	461	369	830	118	88	723	242	965
Dillaway . . . . .	10	270	254	524	242	226	468	56	89	458	77	535
Dudley . . . . .	13	294	290	584	257	251	508	76	87	435	166	601
Dwight . . . . .	10	237	268	505	217	237	454	51	90	415	91	506
Edward Everett . . .	7	178	188	366	161	160	321	45	88	314	57	371
Eliot . . . . .	10	403	212	615	368	194	562	53	91	499	114	613
Emerson . . . . .	13	392	344	736	355	301	656	80	89	590	163	753
Everett . . . . .	9	246	268	514	218	224	442	72	86	419	113	532
Franklin . . . . .	12	312	344	656	272	299	571	85	87	539	131	670
Frothingham . . . .	10	299	242	541	274	218	492	49	91	453	95	548
Gaston . . . . .	7	178	187	365	160	167	327	38	90	351	70	421
George Putnam . . .	7	224	159	383	193	134	327	56	86	310	74	384
Gilbert Stuart . . .	5	130	137	267	120	121	241	26	90	234	40	274
Hancock . . . . .	24	600	644	1,244	543	570	1,113	131	90	1,001	225	1,226
Harris . . . . .	7	175	180	355	156	159	315	40	89	279	81	360
Harvard . . . . .	12	295	296	591	263	257	520	71	88	494	115	609
Henry L. Pierce . .	8	232	217	449	204	190	394	55	88	394	57	451

PRIMARY SCHOOLS.—*Concluded.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 Years.	Over 8 Years.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Hugh O'Brien .	14	505	321	826	453	284	737	89	89	645	202	847
Hyde . . . . .	8	223	213	436	198	191	389	47	89	370	74	444
John A. Andrew,	11	274	283	557	244	245	489	68	88	464	88	552
Lawrence . . .	15	475	150	625	433	135	568	57	91	472	173	645
Lewis . . . . .	11	312	344	656	277	304	581	75	89	563	104	667
Lincoln . . . .	12	386	286	672	354	248	602	70	90	566	115	681
Longfellow . . .	6	158	141	299	143	119	262	37	88	275	43	318
Lowell . . . . .	18	473	429	907	428	376	804	103	89	770	188	958
Lyman . . . . .	9	257	237	494	233	211	444	50	90	464	61	525
Martin . . . . .	5	150	139	289	131	121	252	37	87	217	70	287
Mather . . . . .	16	414	359	773	367	313	680	93	88	678	130	808
Minot . . . . .	4	131	121	252	118	101	219	33	87	208	48	256
Norcross . . . .	11	155	333	488	143	300	443	45	91	354	135	489
Phillips . . . . .	5	158	143	301	141	125	266	35	88	256	49	305
Prescott . . . . .	8	192	181	373	172	163	335	38	90	312	74	386
Prince . . . . .	8	195	198	393	168	168	336	57	85	339	93	432
Quincy . . . . .	10	311	247	558	276	207	483	75	87	459	114	573
Rice . . . . .	7	144	117	261	132	102	234	27	90	188	82	270
Robt. G. Shaw .	5	115	101	216	103	88	191	25	88	177	39	216
Roger Clap . . .	8	223	227	450	199	197	396	54	88	390	74	464
Sherwin . . . . .	10	257	265	522	234	240	474	48	91	433	95	528
Shurtleff . . . . .	5	132	149	301	136	128	264	37	88	257	44	301
Thomas N. Hart .	9	332	190	522	305	172	477	45	91	464	58	522
Tileston . . . . .	4	113	101	214	98	88	186	28	87	203	22	225
Warren . . . . .	7	164	161	325	146	141	287	38	88	294	50	344
Washington Allston . . .	13	339	344	683	305	300	605	78	89	590	111	701
Wells . . . . .	25	690	722	1,412	589	607	1,196	216	85	1,115	266	1,381
Winthrop . . . . .	5	167	121	288	152	107	259	29	90	243	44	287
<b>Totals . . . . .</b>	<b>547</b>	<b>15,060</b>	<b>13,625</b>	<b>28,685</b>	<b>13,465</b>	<b>11,895</b>	<b>25,360</b>	<b>3,325</b>	<b>88</b>	<b>23,882</b>	<b>5,374</b>	<b>29,256</b>

## PRIMARY SCHOOLS.

*Number of Pupils in each Grade, whole Number, and Ages,  
January 31, 1898.*

DISTRICTS.	Third Grade.	Second Grade.	First Grade.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
	52	93	154	299	59	67	67	61	32	11	1	...	...
Adams . . . .	52	93	154	299	59	67	67	61	32	11	1	...	...
Agassiz . . . .	72	90	116	278	37	72	64	63	24	7	11	...	...
Bennett . . . .	86	143	230	459	71	86	131	88	41	25	9	7	1
Bigelow . . . .	124	166	204	494	57	121	130	100	61	15	9	1	...
Bowditch . . . .	132	165	261	558	69	127	147	126	57	24	6	2	...
Bowdoin . . . .	90	151	201	442	40	119	118	91	54	16	3	1	...
Brimmer . . . .	104	103	157	364	66	64	71	83	57	19	4	...	...
Bunker Hill . .	112	115	171	398	54	82	86	93	49	28	5	1	...
Chapman . . . .	131	152	175	458	57	117	134	91	43	12	3	1	...
Chas. Sumner .	135	144	172	451	83	124	107	95	30	10	2	...	...
Christ'r Gibson,	134	169	222	525	68	124	126	130	52	16	8	1	...
Comins . . . .	79	98	122	299	33	62	71	76	34	14	6	1	2
Dearborn . . . .	208	280	477	965	95	201	232	195	142	63	28	6	3
Dillaway . . . .	173	144	218	525	66	128	155	109	60	14	2	1	...
Dudley . . . .	165	198	238	601	52	120	140	123	84	59	16	6	1
Dwight . . . .	128	160	218	506	59	118	119	119	68	20	3	...	...
Edward Everett,	107	81	183	371	66	112	82	54	39	12	5	1	...
Eliot . . . .	106	212	295	613	79	163	135	122	69	40	5	...	...
Emerson . . . .	199	234	320	753	83	196	146	165	110	36	13	4	...
Everett . . . .	154	151	227	532	47	93	154	125	65	30	8	8	2
Franklin . . . .	165	168	337	670	106	143	156	134	89	30	9	3	...
Frothingham .	139	193	216	548	72	133	134	114	66	25	2	2	...
Gaston . . . .	116	126	179	421	65	112	101	73	53	14	1	2	...
Geo. Putnam .	107	106	171	384	42	85	101	82	50	13	9	1	1
Gilbert Stuart .	77	88	109	274	31	67	62	74	26	11	3	...	...
Hancock . . . .	208	281	737	1,226	192	300	265	244	140	71	10	4	...
Harris . . . .	101	107	152	360	37	78	94	70	50	22	6	2	1
Harvard . . . .	185	206	218	609	76	137	160	121	73	30	10	2	...
Henry L. Pierce,	103	144	204	451	53	122	120	99	45	10	2	...	...

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	Third Grade.	Second Grade.	First Grade.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
	252	256	339	847	102	190	173	180	132	46	17	5	2
Hugh O'Brien,													
Hyde . . . . .	100	139	205	444	71	163	112	84	49	20	4	1	
J. A. Andrew,	164	187	201	552	60	127	156	121	57	21	5	5	
Lawrence . . .	152	210	283	645	85	138	121	128	102	49	12	8	2
Lewis . . . . .	142	201	324	667	72	181	183	127	74	21	5	3	1
Lincoln . . . .	208	215	258	681	77	180	177	132	76	26	9	4	
Longfellow . . .	92	105	121	318	56	69	82	68	32	4	6	1	
Lowell . . . . .	254	260	444	958	125	218	245	182	120	46	17	4	1
Lyman . . . . .	125	166	234	525	86	124	147	107	53	7	1		
Martin . . . . .	67	95	125	287	40	54	58	65	46	17	5	1	1
Mather . . . . .	213	243	352	808	115	213	187	163	79	37	12	2	
Minot . . . . .	59	83	114	256	38	64	52	54	31	11	1	4	1
Norcross . . . .	132	174	183	489	63	95	108	88	75	38	14	7	1
Phillips . . . .	55	121	129	305	41	81	76	58	27	21	1		
Prescott . . . .	114	105	167	386	45	117	86	64	52	21	1		
Prince . . . . .	108	156	168	432	27	79	120	113	66	24	3		
Quiney . . . . .	189	188	196	573	76	109	142	132	72	37	3	2	
Rice . . . . .	91	91	88	270	14	48	70	56	51	21	8	1	1
Robt. G. Shaw,	60	57	99	216	22	47	58	50	26	11	1		
Roger Clap . .	102	125	237	464	58	130	115	87	46	21	5	1	1
Sherwin . . . .	157	101	270	528	92	118	111	112	68	22	5		
Shurtleff . . . .	46	100	155	301	55	74	70	58	26	13	4	1	
Thos. N. Hart,	157	167	198	522	76	144	141	103	39	15	2	1	1
Tileston . . . .	51	64	110	225	17	56	73	57	12	10			
Warren . . . .	91	99	154	344	53	81	79	81	36	11	3		
Washington													
Allston . . . .	157	197	347	701	89	164	190	147	70	32	5	4	
Wells . . . . .	329	445	607	1,381	185	311	333	286	176	73	17		
Winthrop . . . .	51	101	135	287	42	61	72	68	35	8	1		
Totals . . . . .	7,410	8,919	12,927	29,256	3,797	6,819	7,145	6,091	3,492	1,380	365	112	25

## GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1898.

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams .....	9	447	50	Hyde .....	12	580	48
Agassiz .....	14	685	49	J. A. Andrew,	15	802	53
Bennett .....	11	552	50	Lawrence ...	16	702	44
Bigelow * ...	16	823	51	Lewis.....	17	915	54
Bowditch ...	11	589	54	Lincoln .....	12	588	49
Bowdoin ....	10	473	47	Longfellow..	8	407	51
Brimmer ...	11	550	50	Lowell .....	23	1,085	47
Bunker Hill..	11	544	49	Lyman .....	14	653	47
Chapman ...	13	648	50	Martin .....	9	436	48
Chas. Sumner	12	584	49	Mather.....	18	939	52
Ch'st'r Gibson	14	700	50	Minot .....	7	339	48
Comins .....	12	641	53	Norcross ....	12	578	40
Dearborn * ...	15	797	53	Phillips .....	20	1,124	56
Dillaway ....	14	727	52	Prescott... .	10	494	49
Dudley.....	14	728	52	Prince .....	12	588	49
Dwight. ....	13	674	52	Quiney .....	10	464	46
Edw. Everett,	11	496	45	Rice *.....	9	471	52
Eliot .....	26	1,180	45	Robt. G. Shaw	7	339	48
Emerson ....	18	951	53	Roger Clap ..	8	432	54
Everett .....	14	710	51	Sherwin.....	10	543	54
Franklin ....	14	699	50	Shurtliff ....	13	601	46
Frothingham	11	608	55	Thos. N. Hart	10	564	56
Gaston *....	15	868	58	Tileston.....	7	339	48
Geo. Putnam,	9	459	51	Warren *....	12	629	52
Gilbert Stuart	8	440	55	Washington			
Hancock ....	21	917	44	Allston,	20	935	47
Harris .....	9	472	52	Wells .....	14	700	50
Harvard....	13	657	51	Winthrop ...	14	666	48
H. L. Pierce,	14	748	53	Totals .....	738	37,229	50
Hugh O'Brien *	16	949	59				

\* One temporary assistant also employed.

## PRIMARY SCHOOLS.

Number of Pupils to a Teacher, January 31, 1898.

DISTRICTS.	No. of Teachers.	Avg. whole No. of Pupils.	No. of Pupils to a Teacher.	DISTRICTS.	No. of Teachers.	Avg. whole No. of Pupils.	No. of Pupils to a Teacher.
Adams .....	6	306	51	Hyde .....	8	436	54
Agassiz .....	5	271	54	J. A. Andrew...	11	557	51
Bennett .....	8	462	58	Lawrence .....	15	625	42
Bigelow .....	11	498	45	Lewis * .....	11	656	60
Bowditch .....	10	543	54	Lincoln .....	12	672	56
Bowdoin .....	9	415	46	Longfellow .....	6	299	50
Brimmer .....	7	356	51	Lowell .....	18	907	50
Bunker Hill...	10	383	38	Lyman .....	9	494	55
Chapman *....	8	457	57	Martin .....	5	289	58
Charles Sumner,	9	461	51	Mather .....	16	773	48
Christo'r Gibson	9	521	58	Minot * .....	4	252	63
Comins .....	6	276	46	Norcross .....	11	488	44
Dearborn ‡ .....	16	948	59	Phillips .....	5	301	60
Dillaway .....	10	524	52	Prescott .....	8	373	47
Dudley .....	13	584	45	Prince .....	8	393	49
Dwight .....	10	505	50	Quiney .....	10	558	56
Edward Everett,	7	366	52	Rice .....	7	261	37
Eliot † .....	10	615	61	Robert G. Shaw,	5	216	43
Emerson .....	13	736	57	Roger Clap ...	8	450	56
Everett .....	9	514	57	Sherwin .....	10	522	52
Franklin .....	12	656	55	Shurtleff * .....	5	301	60
Frothingham ...	10	541	54	Thos. N. Hart *.	9	522	58
Gaston .....	7	365	52	Tileston .....	4	214	53
George Putnam,	7	383	55	Warren .....	7	325	46
Gilbert Stuart *.	5	267	53	Washington			
Hancock .....	24	1,244	52	Allston .....	13	683	53
Harris .....	7	355	51	Wells .....	25	1,412	56
Harvard .....	12	591	49	Winthrop * ....	5	288	58
Henry L. Pierce,	8	449	56	Totals .....	547	28,685	52
Hugh O'Brien †.	14	826	59				

\* One temporary assistant also employed.

† Two temporary assistants also employed.

‡ Three temporary assistants also employed.

## PRIMARY SCHOOLS.

*Number of Pupils promoted to Grammar Schools for the five months ending January 31, 1898.*

DISTRICTS.	Boys.	Girls.	Total.	DISTRICTS.	Boys.	Girls.	Total.
Adams .....	41	36	77	Hyde .....	53	69	122
Agassiz.....	62	40	102	J. A. Andrew ..	84	68	152
Bennett .....	61	59	120	Lawrencee .....	71	23	94
Bigelow .....	106	44	150	Lewis .....	69	90	159
Bowditch .....	73	88	161	Lincoln .....	84	105	189
Bowdoin.....	47	43	90	Longfellow.....	0	1	1
Brimmer .....	55	22	77	Lowell.....	122	97	219
Bunker Hill....	45	63	108	Lyman.....	65	71	136
Chapman .....	55	55	110	Martin.....	31	24	55
Chas. Sumner ..	96	93	189	Mather .....	107	105	212
Christo'r Gibson,	54	62	116	Minot.....	32	25	57
Comins.....	43	36	79	Norcross.....	29	60	89
Dearborn .....	115	88	203	Phillips .....	30	22	52
Dillaway .....	74	59	133	Prescott .....	43	48	91
Dudley .....	74	72	146	Prince .....	42	51	93
Dwight.....	66	73	139	Quincy .....	44	23	67
Edward Everett,	46	40	86	Rice .....	40	45	85
Eliot .....	60	31	91	Robt. G. Shaw,	25	28	53
Emerson .....	79	71	150	Roger Clap....	52	45	97
Everett .. ....	70	71	141	Sherwin .....	72	66	138
Franklin.....	78	61	139	Shurtleff.....	25	21	46
Frothingham..	59	48	107	Thos. N. Hart,	88	51	139
Gaston .. ....	52	39	91	Tileston .....	31	30	61
George Putnam,	46	44	90	Warren .....	53	42	95
Gilbert Stuart..	27	16	43	Washington			
Hancock.....	82	126	208	Allston .....	81	67	148
Harris .. ....	45	40	85	Wells.....	152	133	285
Harvard .. ....	68	70	138	Winthrop .....	1	16	17
Henry L. Pierce,	45	65	110	Totals .....	3,466	3,156	6,622
Hugh O'Brien ..	116	75	191				

## GRAMMAR SCHOOLS.

Number of Diploma Scholars, June, 1897. Number of these admitted to High and Latin Schools, September, 1897.

SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.	SCHOOLS.	DIPLOMAS.			Admitted to High and Latin Schools.
	Boys.	Girls.	Total.			Boys.	Girls.	Total.	
Adams .....	17	18	35	19	Hugh O'Brien.	19	23	42	31
Agassiz .....	43	....	43	28	Hyde .....	....	36	36	24
Bennett .....	38	46	84	52	J. A. Andrew..	27	24	51	33
Bigelow .....	45	....	45	16	Lawrence.....	53	....	53	25
Bowditch .....	79	79	61	.....	Lewis .....	48	53	101	91
Bowdoin .....	49	49	81	.....	Lincoln.....	48	....	48	29
Brimmer .....	44	....	44	26	Lowell .....	52	51	103	57
Bunker Hill ...	18	22	40	22	Lyman .....	21	27	48	32
Chapman .....	27	48	75	39	Martin .....	8	21	29	22
Chas. Sumner..	34	42	76	51	Mather .....	30	40	70	49
Christo'r Gibson	39	33	72	57	Minot .....	20	19	39	34
Comins .....	31	20	51	22	Norcross .....	....	38	38	17
Dearborn .....	58	47	105	69	Phillips.....	47	....	47	37
Dillaway .....	74	74	54	.....	Prescott .....	22	29	51	24
Dudley .....	39	....	39	23	Prince .....	25	52	77	58
Dwight .....	38	....	38	27	Quiney .....	28	....	28	12
Edward Everett	29	33	62	56	Rice .....	38	....	38	27
Eliot .....	45	....	45	31	Robt. G. Shaw..	18	18	36	29
Emerson .....	37	43	80	38	Roger Clap ...	10	19	29	22
Everett .....	68	68	49	.....	Sherwin .....	38	....	38	24
Franklin .....	41	41	29	.....	Shurtleff .....	....	62	62	28
Frothingham ..	40	50	90	59	Thos. N. Hart.	43	....	43	9
Gaston .....	52	52	20	.....	Tileston .....	10	16	26	18
George Putnam	17	16	33	20	Warren .....	15	25	40	32
Gilbert Stuart..	14	20	34	22	Washington	....	....	....	....
Hancock .....	29	29	9	.....	Allston .....	28	53	81	68
Harris .....	19	27	46	35	Wells .....	....	49	49	37
Harvard.....	23	19	42	26	Winthrop .....	60	60	120	29
Henry L. Pierce	66	46	112	106	Totals.....	1469	1637	3046	2,005

## KINDERGARTENS.

Semi-annual Returns to January 31, 1898.

DISTRICTS.	Teachers.	Average Number belonging.			Average Attendance.			Average Absence.	Per cent. of Attendance.	No. under 5 Years.	No. 5 Years and over.	Whole No. at date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams . . . .	3	41	41	82	33	26	59	23	72	71	16	87
Agassiz . . . .	2	20	20	40	16	14	30	10	75	30	13	43
Bennett . . . .	2	26	26	52	21	18	39	13	75	25	26	51
Bowditch . . . .	4	59	57	116	46	42	88	28	76	26	88	114
Bowdoin . . . .	2	36	29	65	23	18	41	24	63	53	19	72
Brimmer . . . .	2	16	27	43	13	21	34	9	79	34	11	45
Bunker Hill . . .	2	17	24	41	11	19	30	11	73	27	17	44
Chapman . . . .	3	49	43	92	35	39	65	27	71	67	29	96
Chas. Sumner . .	2	18	25	43	13	15	28	15	65	29	15	44
Christ'r Gibson*	4	78	60	138	59	44	103	35	75	81	64	145
Comins . . . .	4	65	66	131	49	48	97	34	74	62	72	134
Dearborn . . . .	2	29	30	59	23	23	46	13	78	17	41	58
Dillaway . . . .	4	55	67	122	42	51	93	29	76	71	61	132
Dudley . . . .	2	26	20	46	19	14	33	13	72	31	11	42
Dwight . . . .	4	36	62	98	27	49	76	22	77	54	41	98
Eliot* . . . .	3	55	73	128	49	64	113	15	88	73	49	122
Emerson . . . .	2	31	26	57	23	20	43	14	77	39	22	61
Everett . . . .	2	21	30	51	14	20	34	17	67	29	20	49
Franklin * . . . .	1	24	26	50	16	16	32	18	64	34	19	53
Frothingham . . .	2	33	30	63	28	24	52	11	83	55	10	65
Gaston . . . .	2	25	34	59	20	26	46	13	80	39	25	64
Geo. Putnam *	1	24	26	50	14	17	31	19	62	17	34	51
Gilbert Stuart*	2	31	40	71	25	31	56	15	79	56	21	77
Hancock . . . .	6	67	121	188	51	92	143	45	76	132	62	194
Harvard . . . .	2	28	20	57	21	22	43	14	75	34	26	60
H. L. Pierce . .	4	53	50	103	39	36	75	28	73	58	41	99
Hugh O'Brien . .	2	26	28	54	21	23	44	10	81	34	20	54
Hyde * . . . .	2	30	44	74	21	35	56	18	77	18	62	80
J. A. Andrew . .	2	25	20	45	20	14	34	11	76	18	32	50
Lawrence . . . .	4	59	50	109	47	36	83	26	76	74	39	113
Lewis . . . .	2	24	36	60	19	27	46	14	77	32	18	50
Lincoln * . . . .	1	42	16	58	33	13	46	12	79	30	34	64

\* One special assistant also employed.

KINDERGARTENS. — *Concluded.*

Semi-annual Returns to January 31, 1898.

DISTRICTS.	Teachers,	Average Number belonging,			Average Attendance,			Average Absence.	Per cent. of Attendance.	No. under 5 Years.	No. 5 years and over.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Longfellow . . .	2	29	35	64	23	27	50	14	78	37	23	60
Lowell* . . .	2	37	39	76	30	30	60	16	79	55	22	77
Lyman . . . .	4	61	59	120	41	39	80	40	66	69	45	114
Martin . . . .	2	19	34	53	13	25	38	15	72	30	14	44
Mather . . . .	2	46	35	81	33	24	57	24	76	53	31	84
Minot . . . .	2	23	37	60	18	26	44	16	73	25	23	48
Norcross . . . .	2	28	33	61	20	23	43	18	76	38	23	61
Phillips* . . . .	1	21	34	55	16	25	41	14	75	20	35	55
Prescott . . . .	2	31	27	58	24	21	45	13	78	26	33	59
Prince . . . .	2	34	33	67	27	28	55	12	82	46	37	83
Quiney . . . .	2	29	33	62	21	25	46	16	74	47	13	60
Rice . . . .	2	30	19	49	23	12	35	14	71	29	20	49
Robert G. Shaw,	2	23	29	52	17	20	37	15	71	20	32	52
Sherwin . . . .	2	30	26	56	24	21	45	11	80	33	20	55
Shurtliff . . . .	2	29	29	58	24	23	47	11	81	32	16	42
Thos. N. Hart .	3	53	35	88	42	25	67	21	76	41	46	87
Tileston . . . .	2	24	32	56	19	23	42	14	75	11	48	59
Warren . . . .	1	18	12	30	13	8	21	9	70	31	11	42
Washington Allston . . .	2	26	27	53	18	18	36	17	70	5	51	56
Wells . . . .	4	72	64	136	54	44	98	38	72	64	73	137
Winthrop . . .	2	41	43	84	27	29	56	28	67	62	28	90
Totals . . . .	127	1,873	1,991	3,864	1,418	1,474	2,882	982	75	2,226	1,699	3,925

\* One special assistant also employed.



## SUPPLEMENT.

---

### REPORT OF ELLIS PETERSON, SUPERVISOR.

*To the Superintendent of Public Schools:*

SIR: In accordance with your direction given on the eighteenth of last February, I respectfully report on the schools which you had assigned me to supervise, and upon the results of the examinations of candidates for teachers' certificates of qualification.

#### GROWTH OF AND REFORMS IN THE BOSTON LATIN AND HIGH SCHOOLS.

In the last ten years the average number of pupils in the Boston Latin schools and the day high schools has increased nearly 69 per cent., while the population of Boston has increased about 25 per cent., and while the average number of pupils attending all the public day-schools has increased about 29 per cent. The chief cause of this great increase of high and Latin school pupils is, probably, the growing conviction of the people that these schools furnish the means of an excellent preparation "for life," for business, and for the higher institutions of learning. Nor is this growth likely to be less in the next decade. It seems to be healthful and normal; and the promise of a direct preparation in the high schools for business, for college, and for scientific and professional schools will make the increase of pupils even greater.

The average number of pupils, 5,025, in the high and Latin schools during the half year ending Jan. 31, 1898, was only  $6\frac{7}{5}$  per cent. of the average number of pupils, 75,227, in all the day schools during the same half year.

This percentage is small, and, indeed, too small, considering the standard of admission and the great good that high-school study accomplishes. To increase the number of pupils by lowering the standard of admission, *i.e.*, by admitting pupils whose scholarship is not passable, would — as matters are — be unwise and wasteful.

Some of the legitimate ways of increasing the number of pupils in the high schools and thus of adding to the intelligence, the efficiency, and the wealth of the community would be (1) to encourage the admission of pupils whose scholarship is only passable; (2) to offer instruction in such subjects of study as will directly prepare pupils to earn their living, but at the same time to require these subjects to be scientifically taught and to be accompanied with systematic study of English composition and literature, of history, and of at least the elements of natural or physical science; (3) to give to pupils who are intellectually strong and are fond of study greater opportunities for investigation; and, finally, to look for and to cherish genius, and to recognize the solid worth of high character and vigorous effort, whether high character belongs to a pupil of small or of large ability, and whether vigorous effort produces meagre or brilliant results.

Some intelligent citizens have the feeling that the Boston high and Latin schools are very conservative, and that they hardly ever depart from ancient plans and methods of education. It is true — and long may it remain true! — that some of the methods of teaching which our fathers found effective still abide in the Boston schools. They were used by teachers of the boys, Ralph Waldo Emerson, Wendell Phillips, Charles Sumner, Phillips Brooks, and Justin Winsor, and of many boys that grew up to be leaders in the mercantile and manufacturing life of New England. These boys learned at school that they must be thorough and accurate; that there is such a thing as intellectual integrity and that they must attain unto it; that hard work is not an

evil, they must grin and bear it, and it will make intellectual fibre tough and enduring.

Such were and are a few of the tenets of Boston pedagogy. But teachers now have learned that thoroughness and exactness do not demand that the Latin grammar be learned *verbatim et literatim*; that intellectual integrity may be the property of a dull as well as of a brilliant mind; that methods of teaching may be so skilfully used as to make the investigation and study of difficult subjects attractive and thorough.

It is sufficient to glance at the reforms in teaching and governing that were, years ago, initiated in the Boston high and Latin schools: The inductive method of teaching Greek, Latin, French, and German; sight translations of the same languages; the laboratory method of teaching physics, chemistry, botany, and zoölogy; the teaching of objective geometry, and the substitution of original geometrical proofs for proofs that are merely reproductions; systematic physical training; the overthrow in some of the schools of the "credit" and "ranking" systems, and the gradual substitution of the higher for the lower motives to industry and good conduct; and, finally, the establishment of the departmental plan of instruction.

Such were some of the general high-school reforms; but the truth is that experiments are making or reforms are going on all the time in individual schools or in individual classes. They are not heralded from Dan to Beersheba, but are quietly carried on. The teacher of French in one of the high schools has collected a library of French authors, so that his pupils may have more practice in reading French. In another school the so-called psychological method of teaching French is under trial, and German songs are sung as a regular exercise in German. In most of the high schools the laboratory method of teaching botany and zoölogy is undergoing modifications, and the study of

English literature includes the study not only of literature as such, but also of the history, rhetoric, and composition of the language — not to more than mention the pointing out, in the pupils' productions, excellences in thought and style and the unwearyed correcting of mistakes therein. The declamatory style of speaking which infested some of the schools for many years, and which has been one of the chief attractions on "public days," is gradually giving way to a suitable and simple mode of oral expression, or to the natural and expressive reading of the pupils' productions. Latin literature and Greek literature are studied in some schools as literature and not merely as furnishing exercises in language.

In the English High School each class is so graded that pupils of about the same ability and scholarship receive the same instruction and recite together. By this arrangement quick and able pupils advance more rapidly and do harder work than the slow and weak, and lessons and instruction are adapted to the mental calibre of all. As a consequence of this grading, some pupils of the third-year class will be prepared the coming September, instead of a year hence, to enter the School of Technology, and many a dull and slow boy will have been helped over difficulties and discouragements to a respectable position in the school.

One of the most interesting experiments is being tried in the Boys' Latin School — a school that has the right, if any school has, to allow ancient tradition, instead of the course of study, to guide the instruction : The head-master selected from the several divisions of the fourth class the ablest and brightest of the boys and made them into a distinct class, who, with the consent of their parents, were to finish the course of study in three instead of four years. These pupils were not to receive any "marks" for their lessons nor any weekly "approbation cards," nor were monthly reports of their scholarship and conduct to be sent to their parents;

and they were not to be candidates for school prizes. Thus they were to study for study's sake, and they were to be rewarded only by the satisfaction of doing their work well, and by being prepared to enter college one year before the regular time.

The result of this experiment is, thus far, that these boys do more and better work in less time and without detriment to their health than their schoolmates in the other divisions of the fourth class; that their conduct is better; and that their progress is so rapid that they will probably be prepared to pass, with the regular second class, the preliminary examination for admission to college one year from next June.

This Latin-school experiment is prophetic. It means that the twentieth-century good sense will demand that pupils who can shall go ahead; that they shall not study for marks' sake, and that they shall not, in order to avoid censure, conduct themselves well; that they shall not, in order to gain prizes, study hard and long and toe the mark of good conduct, but that they shall be led and trained to do their duty whether it be easy or hard; that teachers shall teach, and not be merely hearers of recitations; that teachers shall by tact and skill, by using the best methods, by sympathy, by kindness and firmness, by friendly advice, by self-sacrifice, by inspiration, lead pupils to love study and good conduct. The golden age of teaching is soon to begin; and they who cannot train boys and girls aright by presenting right purposes and the higher motives, and who cannot inspire them with the love of duty and of study, should withdraw from the profession of teaching. It is, however, probably true that in nearly every school in Boston there is sufficient unused moral power in the teachers to regulate and maintain the study and conduct of pupils according to the highest principles.

No one of the many reforms promises to accomplish more tangible good than the physical training reform. Free-

standing movements were first introduced; these were followed by systematic training with apparatus in the gymnasium; and now these exercises are supplemented by plays and games. Lately, too, careful measurements of pupils have been made in the Charlestown, Roxbury, and West Roxbury High Schools. With the measuring rod, the standing and sitting heights and the finger reach are found; with the tape measure, the waist girth, and the ordinary, the inspiration, and the expiration chest girths; with the scales, the weight; with the spirometer, the lung capacity; and, finally, with the dynamometer, the strength of the chest, back, leg, and forearm.

The results of these measurements are noted not only for future reference and for use as statistics, but also for the improvement of the pupils themselves. "Corrective" exercises are prescribed, suggestions as to health are made, and occasionally the regular family physician is consulted. In a few years hence, when every high school is furnished with a gymnasium and with an expert teacher of physical training, the wonder will be that former generations were so blind as not to see that physical education is an essential part of mental education.

While the School Board has been careful to keep the two Latin schools distinctly preparatory schools for college, it has not hesitated to allow the high schools to prepare pupils for college and for technical and professional schools. Indeed, by special order the Board of Supervisors was allowed, on application of principals, to modify the course of study so that pupils might be prepared in high schools to enter higher institutions. The Board of Supervisors has been waiting for the colleges to reform and extend the requirements for admission, before recommending the adoption of courses that lead directly to college. At present there are probably in the high schools more than three hundred pupils who are preparing or intending to prepare to

enter college, the Institute of Technology, the Lawrence Scientific School, or professional schools. It is plain that the number would be greatly increased, were courses leading directly to these higher institutions adopted, and were botany, zoölogy, and drawing added to the optional studies for admission.

Nor have prospective changes in the college preparatory studies been considered alone. The boys and girls who must leave the high schools early in their course in order to earn their living have been provided for by the School Board. A two years' commercial course of study has been prepared by the Board of Supervisors, and adopted by the School Committee, and will be opened next September to pupils who shall have elected it. The course offers book-keeping, commercial arithmetic, penmanship, commercial forms, phonography, and type-writing in place of algebra, plane geometry, and a foreign language. In English, history, natural science, drawing, music, and physical training, its requirements are the same as those of the general course.

The greatest reform in the ends and methods of high-school education was accomplished by the establishment of the Mechanic Arts High School. It presents the climax of school reforms begun in the kindergartens, continued in the schools of cookery and in the schools of wood-working, and ending in the Mechanic Arts High School. Let whoever complains that "Boston is satisfied with well enough" read at least a synopsis of the reforms it has undertaken and completed. Let him investigate a little and he will find some "enrichment" in nearly every school, some shortening of courses of study in order to meet the needs of able and brilliant pupils, some new method of teaching an old subject, some signs of the new psychology and of the new pedagogy. Let him question the hard-working teachers who are students and thinkers, and he will find every one of them a reformer, modest and quiet-tongued. After his investiga-

tion he will conclude that Boston is always reforming its schools, and that to complete its reforms in high-school education, at least two are needed: (1) The establishment of a High School of Practical Arts for Girls; and (2) a gradual extension of the elective system.

#### THE EVENING HIGH SCHOOL.

The elective system has been for years and is in full operation in the Evening High School. As most of the pupils take each year but two studies, and as none can take more than four, they as a rule use discrimination in their choice. They elect such studies as they believe will be most useful to them. Of course, they are not allowed to elect a foreign language, English or American literature, advanced English composition, or shorthand, unless they have a passable knowledge of elementary English composition; nor can they belong to the type-writing class without being able to use shorthand. With these and a few other obvious exceptions, the election of studies is absolutely free.

There is in the Evening High School no general course of study which a pupil can complete, but — far better than that — there are courses of study some one of which, or more than one, many students complete. The important question is: Are pupils qualified to begin the studies they elect? It is assumed that teachers, college graduates, graduates from Boston day high and grammar schools, and from elementary evening schools, the same being admitted without examination, are qualified to begin most of the studies pursued in the school. All other pupils must have been examined for admission. In the year 1897-98 eight hundred thirty-seven candidates were examined for admission to the central school and branches, and less than ten per cent. were rejected. This seems a small number to reject; and it may be desirable, considering the high character of the elementary evening schools, to increase the number of rejected can-

dicates to fifteen or twenty per cent., and to advise them to attend the elementary evening schools for a winter or two, until they are better qualified to begin the studies of the Evening High School.

It is difficult to estimate the amount of good that the Evening High School accomplishes. Of the 3,535 pupils that were registered during the year 1897-98, it is probable that 2,500 remained long enough to receive substantial good. Beside the mental training that the pupils gain at school and the practical knowledge that they acquire and that helps them earn a living, the Evening High School is of immense service from a social and a moral point of view. It increases the general intelligence of the community, elevates the tone of public morals, cultivates self-respect, and increases civic pride.

The question that is always pressing for an answer is, How can the Evening High School accomplish more good? The answer is plain:

1. By increasing the number of, and by extending, the courses of study.
2. By employing only the ablest teachers.
3. By opening some class-rooms in the Latin School-house to the Evening High School.
4. By connecting the Evening High School with the Public Library.

In view, therefore, of the needs of the school, I recommend:

1. That the Evening High School courses of study be revised, increased in number, and extended.
2. That only such of the teachers be retained in the service as have proved their excellence, and that only expert teachers be added to the corps.
3. That class-rooms on the first floor of the Latin School-house be equipped for and opened to the Evening High School.

4. That Librarian Putnam of the Public Library — who is always ready to help the public schools — be requested to supply reading collateral to the studies pursued and suitable to the age and qualifications of the pupils.

#### THE HORACE MANN SCHOOL FOR THE DEAF.

The beneficent work done by this school is fully recognized only by those who have had children or friends trained there or who themselves have received its benefits.

The Horace Mann School has proved to America and Europe (1) that a "day school for the deaf" is at least as good as an "institution for the deaf;" and (2) that the oral method of teaching the deaf is more natural, educates more, develops the brain more, and results in more happiness at home and in society than either the sign method or the combined method.

Although, from the nature of the case, deaf pupils advance in their studies less rapidly than hearing pupils, yet they have time for being trained in printing, sewing, cookery, drawing, wood-working, and free-standing movements. In these subjects, as well as in the subjects of the regular course of study, they do at least as well as hearing children. This is a remarkable school, both for its simple methods and for its application of sound pedagogical principles: and it is difficult to determine which deserves the more admiration — the devotion, patience, sympathy, skill, and tact of the principal and assistants or the struggles and daily conquests of the pupils.

#### SCHOOLS IN THE WEST ROXBURY DISTRICT.

Events great in the school-life of West Roxbury have occurred of late years: The death of Mr. Hill was a great calamity; the transfer of Mr. Schuerch, his pupil and friend, from the Martin to the Bowditch School inspired confidence: the withdrawal of Mr. Wiswall from the Charles Sumner

School after so many years of faithful and honorable service was inevitable; the transfer to the Charles Sumner School of Mr. Ripley, who had already won his spurs in the Bigelow School, and the establishment of the Longfellow District and the building of the Longfellow School-house, to which he was transferred; and the deserved promotion of Mr. Howard to the principalship of the Charles Sumner School were events that changed the school-map of West Roxbury. Fortunately, the teachers, pupils, parents, and citizens have loyally supported the new masters, and they in turn have wisely and vigorously conducted the affairs of their districts. The prospects of the schools in West Roxbury from the kindergartens to the fourth-year class in the High School are bright, and the omens are favorable to progress.

In closing my report, let me call attention, in the following pages, (1) to the names of the last year's graduates of the Horace Mann School and of the Evening High School; (2) to the number who have received certificates of proficiency in the several subjects of study in the Evening High School; and (3) to the statistics of the examinations for teachers' certificates.

Respectfully submitted,

ELLIS PETERSON.

BOSTON, March 25, 1898.

**1897.**

## GRADUATES FROM THE HORACE MANN SCHOOL.

Mary J. McDavitt,  
Kate B. Siuumons,  
Edith J. Wingfield,  
John C. Bowditch,  
James P. Leonard.

## GRADUATES FROM THE EVENING HIGH SCHOOL.

Edith A. Stowell,  
Timothy J. Buckley,  
George B. Darling,  
John A. Furst,  
Edwin F. Jordan,  
Francis J. Kearney,  
Charles H. Lutton.

## CERTIFICATES OF PROFICIENCY IN THE EVENING HIGH SCHOOLS. 1897.

	Granted.	Refused.	Total.
Elementary English Composition .....	113	137	250
Advanced " .....	40	37	77
English Literature .....	20	13	33
American " .....	34	28	62
Advanced German .....	12	15	27
German Literature .....	8	4	12
Advanced French .....	27	21	48
French Literature .....	4	4	8
Elementary Latin .....	7	6	13
Advanced " .....	5	1	6
History and Civil Government of U.S. ....	16	17	33
Physiology .....	9	4	13
Physics .....	9	9	18
Chemistry .....	16	11	27
Arithmetic .....	170	226	396
Elementary Algebra .....	8	28	36
Plane Geometry .....	7	12	19
Penmanship .....	130	104	234
Phonography .....	36	30	66
Type-writing .....	30	35	65
Elementary Book-keeping .....	140	155	295
Advanced " .....	60	64	124
	901	961	1,862

## EXAMINATION OF CANDIDATES FOR CERTIFICATES OF QUALIFICATION TO TEACH IN THE BOSTON PUBLIC SCHOOLS, APRIL, 1897.

CERTIFICATES.		Whole number of candidates.	Number who withdrew from the examination.	Number to whom certificates were not granted.	Number to whom certificates were granted.	Number who, having been refused certificates for which they had applied, were granted lower certificates.	Whole number to whom certificates were granted.
High School, Class A .....	60	2	14	44	1	45	
High School, Class B .....	53	3	17	33	1	34	
Grammar School, Class B. ....	1	0	0	1	0	1	
Wood-working .....	4	0	0	4	0	4	
Cookery .....	2	1	0	1	0	1	
Sewing .....	8	1	2	5	0	5	
Drawing .....	15	1	5	9	0	9	
Physical Training ..	2	0	0	2	0	2	
Singing .....	2	1	0	1	0	1	
French or German ..	11	0	6	5	0	5	
English to Germans, <i>Special, Oct., 1897.</i>	1	0	0	1	0	1	
Wood-working .....	3	0	0	3	0	3	
Cookery .....	5	0	1	4	0	4	
Sewing .....	2	1	0	1	0	1	

*General Examination, January, 1898.*

CERTIFICATES.						
	Whole number of candidates.	Number who withdrew from the examination.	Number to whom certificates were not granted.	Number to whom certificates were granted.	Number who, having been refused certificates for which they had applied, were granted lower certificates.	Whole number to whom certificates were granted.
Grammar School, Class A.....	24	4	2	18	0	18
Grammar School, Class B.....	38	4	30	54	0	54
Kindergarten .....	13	0	9	4	0	4
Wood-working .....	9	2	3	4	0	4
Sewing .....	6	2	3	1	0	1
Drawing [assts. to Director] .....	24	2	11	11	0	11
Whole number of April candidates to whom certificates were granted .....						108
Whole number of October candidates to whom certificates were granted .....						8
Whole number of January candidates to whom certificates were granted .....						92
Total number of certificates granted at the three examinations .....						208

## SPECIAL EXAMINATION OF INDIVIDUAL CANDIDATES.

Grammar School, Class B .....	3
Teacher of Physical Training .....	1
Phonography .....	3
Physical Training and Reading .....	1

Gymnastics . . . . .	1
Horace Mann School . . . . .	1
Total number examined . . . . .	10
Number of these who received certificates . . . . .	9

## BOSTON NORMAL SCHOOL GRADUATES OF JUNE, 1897.

Number who received grammar school certificates,	
Class B . . . . .	88
Number who received kindergarten and primary cer-	
tificates . . . . .	14
Total number who received certificates . . . . .	102

## SUMMARY.

Number who received certificates at the examinations held in April and October, 1897, and in January, 1898 . . . . .	208
Number who received certificates at special individual examinations . . . . .	9
Number of Boston Normal School graduates who received certificates . . . . .	102
Total number who received certificates from March, 1897, to March, 1898 . . . . .	319
Certificates granted from March, 1897, to March, 1898 :	
High School, Class A . . . . .	44
High School, Class B . . . . .	34
Grammar School, Class A . . . . .	18
Grammar School, Class B . . . . .	147
Kindergarten, and Kindergarten and Primary . . . . .	18
Wood-working . . . . .	11
Cookery . . . . .	5

Sewing . . . . .	7
Drawing . . . . .	9
Physical Training . . . . .	3
Singing . . . . .	1
French or German . . . . .	5
English to Germans . . . . .	1
Phonography . . . . .	2
Gymnastics . . . . .	1
Physical Training and Reading . . . . .	1
Assistant, Horace Mann School . . . . .	1
Assistants to Director of Drawing . . . . .	11
<hr/> Total . . . . .	<hr/> 319

## REPORT OF ROBERT C. METCALF, SUPERVISOR.

*To the Superintendent of Public Schools:*

SIR: The work of the past year has been not unlike that of the years preceding, viz.: attending to routine duties as required by the rules and regulations, assisting in the examination of teachers, inspecting the work of the day and evening schools, and giving special attention to methods of instruction employed by teachers, to the end that good teachers shall be encouraged and poor ones helped in their efforts to become better.

It seldom happens that the real worth of a teacher can be discovered by testing the work of her pupils, and time spent in such tests is not infrequently wasted. Far too much time is lost in some schools in so-called examinations. Pupils need *teaching* rather than *testing*, *study* rather than *recitation*. Recitation has its legitimate use when it stimulates thought, marks out lines of future study, directs attention to books that will give necessary information, imparts instruction gained by the teacher from sources not available to the pupils, and directs the thought into new and untried channels: but when, as too often is the case, a large part of the time is given "to hearing a lesson" the teacher is not making the best use of the few hours given to school work.

Merely gaining information is not the most important part of the work of a pupil. At most the amount of valuable knowledge which can be gained in school will be small. What the pupil needs is such training as will enable him to gather desired information without the intervention of a teacher. In other words, the most important use of the school is to render the pupil independent of the help of a teacher. He must learn to use books, to direct the expen-

diture of his own time, to take full charge of his own conduct, and, in short, to look upon his school as a little community, organized for the general good, to which he is a contributing member.

Many of our schools are working towards this ideal, and at present do not fall far short of it. Such school-rooms have the appearance of busy workshops, in which each pupil is an interested workman looking to the teacher for advice and direction, but earnestly performing every duty with due regard to the rights of others. Such schools develop *character* in the pupils and prepare them for the duties of men and women.

The value of school work depends largely upon the spirit with which it is carried on; hence it follows that the *spirit* of a class is the surest criterion of the value of its work. It is certainly encouraging to observe from year to year a gradual uplift in the moral tone of our schools. Good conduct and faithful work are secured by higher motives. There is less staying after school to make up lessons, fewer checks and credits, a marked decrease in suspensions from school and in corporal punishments. "Monitors" are unknown in many schools, and truancy is rapidly disappearing in many quarters of the city.

For this moral uplift we cannot be too thankful, nor should we withhold our meed of praise from the teachers whose increasing efficiency has brought it about. Never in the history of our schools has there been such an intellectual awakening in our corps of instructors. Not only have the meetings held by supervisors and directors been fully attended, but a very large number of our teachers are taking extended courses of instruction from private instructors, freely giving up holidays and evenings in order to fit themselves more thoroughly for the work in their class-rooms.

## TEACHERS' MEETINGS.

Teachers' "neighborhood meetings" have been held in different parts of the city, to which all instructors in the grammar and primary schools in the vicinity have been invited. At these meetings the work required by the Course of Study has been explained, and suggestions made as to the best methods to be followed in carrying it out. While language-work has been the most prominent topic of discussion in the meetings of teachers in the fifth, seventh, and ninth divisions, it has been by no means the only one. Arithmetic, geography, history, and elementary science have received their share of attention, and the best methods to be followed have been freely discussed. More work of this kind would have been done had not the time of teachers been so fully occupied by courses of lectures upon other subjects which during the present year could not be neglected.

Occasional meetings of the principals of grammar schools under my supervision have been held, in which the duties of principals have been discussed, usually by the principals themselves. These meetings have been called at the request of the principals, and an unusual interest has been shown. They are held in the library of the Boys' Latin School, at irregular intervals, but the general feeling seems to be that at least one such meeting per month is desirable. The subjects considered are such as relate most closely to the duties of principals.

## PROMOTIONS.

One of the most serious difficulties in school management is encountered in the matter of promotions. It is impossible to keep large classes of pupils upon the same work and move them forward in the grades without injustice to some individual. The slow pupil will be moved forward too rapidly, while those quick to learn are likely to be kept too long upon subjects that are sufficiently familiar. Our grades

are one year apart, and few pupils are able to make the leap necessary in order to gain a grade. Dr. Harris, in one of his reports, claims that grades should be but three months apart. Were this the case, it would be very easy to transfer pupils either to the grade above or to the one below when the welfare of the pupils demands it. We are safe in saying that there should be two grades of pupils in every room, these grades being six months apart. Aside from the advantage of working in grades for which pupils are fitted, another advantage equally important comes from the fact that this arrangement gives them at least half of the school time to prepare their lessons for the coming recitation. Children should be taught to use books, and this teaching is as valuable as any that they are likely to get in recitation. Too much recitation is worse than too little, because it produces helplessness by encouraging dependence upon the teacher.

With teachers who are convinced that it is impossible to work with two or more grades in one room, an alternative may be employed with good, if not the best, results. The quick, bright, ambitious pupils, who understand readily the subject-matter under consideration, may be excused from a part or even the whole of a recitation, and allowed to employ their time upon other work, either of their own or of the teacher's choosing. The choice, however, should be made with an orderly method, so that the extra study will result in broadening and deepening the grade work. Under this plan the bright pupils will not advance in the grades more rapidly than their duller companions, but their extra study has made them better scholars, because it has given them a deeper insight into the subject-matter and has furnished them with a better foundation for future work. This plan of work is now in successful operation in some of the schools of Denver.

## SUPPLEMENTARY READING.

Every high and every grammar school in the city has now a library of well-selected books for collateral study or for general reading. The appropriation of money for this purpose is divided equitably among the principals of schools, and expended by them for such books as are most needed by their pupils. In the grammar schools the books are classified (1) as collateral in history, in geography, and in science, and (2) as books for general reading, including literature. From these lists, prepared by the Board of Supervisors, the principals make their selection, so that to a certain extent the library marks the needs and the literary taste of the school.

In many of the schools there are no suitable bookcases for these books, and they are scattered throughout the building, tucked away in small closets or piled in heaps upon the floor. As a matter of economy, good bookcases with glass doors should be furnished at once, and as far as possible these should be put into the school corridors where they may be conveniently used by all the teachers in the schools. An efficient librarian is also a necessity, but from the ninth-grade pupils it is not difficult to select one who is thoroughly competent.

All of the primary schools, except those in the second, fourth, and fifth divisions, are now supplied with sets of permanent supplementary reading. The amount furnished to each district is not yet sufficient to meet the wants of the schools, but it is all that the funds appropriated for this purpose will permit. Every district needs

5 sets of 15 copies each of First Readers.

5     " 30     "     "     "

10    " 30    "     "     Second Readers.

5    " 30    "     "     Third Readers.

Districts like the Hancock and two or three others, in

which there are many primary classes, need a larger supply of books than is indicated above. The word " Reader " in this schedule means any book of supplementary reading, whether a Reader, Book of Fables, Folk Stories, etc. The primary schools in the three divisions not yet supplied will receive their quota September 1, 1898.

In 1899 and succeeding years the funds appropriated for supplementary reading may be used to increase the supply to the maximum number of books needed, to repairing old books, completing broken sets, and to furnishing the school buildings with suitable bookcases.

Principals of schools should understand that the supplementary books are for the use of all the teachers in the district. If, for example, the ten sets of second readers are divided between two second-grade teachers, and no exchange of sets is made during the year, a class will have but *five* sets of readers per year instead of *ten*, to which it is entitled. Every teacher should receive during the school year every set of books designed for her grade.

Respectfully submitted,

ROBERT C. METCALF.

BOSTON, March 20, 1898.

## REPORT OF GEORGE H. CONLEY, SUPERVISOR.

*To the Superintendent of Public Schools:*

SIR: In accordance with your direction, the following report upon some of the features deemed most worthy of note, in connection with the work of the schools under my supervision, is respectfully submitted:

As there has been but slight change in the assignment of schools for the past few years, my field of inspection has been practically the same as when I submitted my last report. Of the grammar school in the Eighth Division newly assigned me it is sufficient to say that the management is all that can be desired, the spirit of the school is excellent, and the instruction consistent with advanced thought regulated by good judgment and ripe experience. The extent of the territory that this district covers, with the large number of children within its boundaries, and the numerous colonies that are scattered about in temporary buildings and rented rooms, make the work of administration and supervision inconvenient and difficult. The additional school buildings required for the proper housing of the pupils will no doubt be provided in the fall; but in making such provision it is important that future needs be regarded, as it is plainly evident that the rapid growth of this section of the city must lead in a short time to the establishment of another school district.

The schools of the Sixth Division have been particularly fortunate in obtaining an inheritance this year that will enable them to enrich their facilities and provide welcome auxiliary resources for instruction. Since Dorchester was annexed to Boston in 1870 the opinion has prevailed that the income of the Gibson and Bowdoin Funds should be

available for the use of the schools in the Dorchester district alone. This year, however, it has been made to appear to the School Committee that the schools of South Boston should participate in the benefit derived from these funds. As the Gibson Fund was established in 1674 "for the promotion of learning in the town of Dorchester," and the Bowdoin Fund in 1797, and as South Boston was a part of the town of Dorchester until 1804, a share in the division of the income of both funds for the use of the South Boston schools was claimed on patrimonial grounds. A large portion of the income of these funds has accordingly been placed at the disposal of the schools of the Sixth Division, for the purchase of educational material and apparatus in addition to what is supplied in common to all the schools. By the plan adopted two years ago to equalize the distribution of supplementary reading and reference books throughout the city South Boston was assured of its share, and by the action of the School Committee this year in placing a goodly portion of the income of the Gibson and Bowdoin Funds at the disposal of the South Boston schools much will be supplied that has been wanting to facilitate instruction and render school work more interesting and profitable.

While little, in general, of unusual interest has occurred to make the year especially remarkable, yet a steady uninterrupted course of work has been accomplished. Good order with a good degree of application has prevailed, and perceptible progress has been made in developing intelligent self-direction and in eliciting the best impulses and efforts of the pupils. Teachers' meetings and courses of lectures have abounded as never before: and these, combined with the courses of private study so generally pursued, have made large demands upon the time and strength of the best teachers. Too assiduous application, on the part of the teacher, for self-improvement is apt at times to inter-

fer with the improvement of the pupil; and that such has been the case in some instances this year is more than suspected.

It should be borne in mind that even the strongest teachers have limitations to their powers of endurance. Less incitement to work and more encouragement to relaxation out of school is what a great many of the teachers need most. Pressure of work outside absorbs the vitality and force that should be directed toward effectiveness in the class-room. Time for needful rest and recreation to renew the exhausted strength of mind and body must be given, to avoid abuse and impairment of mental and physical powers. It would be a wise thing, and soon it may be a necessary thing to do, to impose restrictions upon the time devoted to outside study and work along professional lines. Largely the subjects of study that do not afford relaxation should be proscribed; teachers' meetings should be regulated so that they could be held at proper intervals and at convenient hours; and attendance at promiscuous and multitudinous lecture courses should be discouraged.

Moreover, teachers should be encouraged to develop the social side of life, and to seek such recreation as will add to its joy and pleasures and keep fresh and vigorous their spirit and strength. "The gods are the friends of relaxation" was Plato's principle, and should be the motto of every teacher.

#### NORMAL ART SCHOOL STUDENTS.

At the request of the board of visitors of the State Normal Art School, the Committee on Drawing two years ago granted permission to the students of the senior class of that school to enter the primary and grammar schools of the city for the purposes of observation and practice. The purpose of the Normal Art School is to train teachers of drawing for the public schools of the State. The instruction and courses it provides enable the students to acquire the technical

knowledge and skill essential for success in this work, together with a good knowledge of the best methods of teaching, as well as a good degree of skill in applying these methods to classes of children in all grades of the public schools.

Few of the regular teachers of the primary and grammar schools have made special preparation for teaching drawing, and many of them admit their inability to meet the requirements of the new course of study in drawing. Therefore the assistance that the Normal Art School students have been able to give by way of suggestion and example has been of great value to several of these teachers. The number of schools to which the art students were originally assigned has been increased in consequence of the requests made for their services. Indeed, the demand for the art students was largely in excess of the number to be supplied. In all there are now about thirty students scattered over the city observing and teaching in the schools. In some of the schools they have given lessons in every grade, and in others they have confined their practice work to a few classes. Something of the character of their work may be gathered from a brief description of what has been done in part in one of the schools of the Sixth Division.

In this school, work was begun in October. Nature supplied the objects, and sprays and grasses were drawn in a broad way with brush and ink. Trees near the school-house were sketched, and objects and views seen through the school-room windows were made the subjects of some of the lessons. Pose-drawing was undertaken, and with gratifying results, the pupils of the school serving as models. As a rule the pupils greatly enjoy this kind of work, which is a step forward in the public schools, this being the first year of its adoption generally in our schools. It is found to be an excellent method of teaching the relation of parts to the whole and of each part to every other part of an object.

Proportion, the principle which is involved in every drawing, with the figure is clearly and forcibly illustrated. Sketching the living figure also helps to eliminate the hard wiry lines so characteristic of drawing in school work. To show the pupils what was wanted drawings and charcoal sketches by good artists were exhibited, and sketches and drawings were freely executed by the student on the board before the eyes of the pupils.

The laws of appearance were unconsciously studied by the pupils in observing and noting the appearance of houses, car tracks, and lamp posts along the streets under varying conditions. Experiments were then made in the school-room, and models were used till the models could be drawn in any position. Sketches were then made of a corner of a house and other objects out of school which involved the application of these laws of appearance, or principles of perspective, as they are called.

Word-pictures were used to give the imagination play and afford opportunity for the expression of individuality ; as, for instance, a stanza or a few lines describing a bit of scenery were written on the board and the pupils told to draw the scene which the lines described. Great interest was always manifested in these exercises, every pupil trying to interpret the picture formed in his mind from reading the description given. Bryant, Whittier, and Longfellow were made to contribute largely to this feature of the work.

The study of pictures was made a prominent and profitable part of the instruction. Representations of the works of famous artists were used, reproductions of celebrated paintings such as the Sistine, Bordenhansen, and the Madonna of the Chair were given the pupils to take home and study, and something about the lives and achievements of the artists was learned. Later on, compositions upon the subjects studied were required. In this way language and drawing were combined. The picture study also led up to

the grouping of objects, the pupils soon learning that a pleasing group depends upon the unity and variety in the arrangement of suitable objects related to each other.

There were interspersed at intervals during the year lessons upon the history of ornament. The highly civilized peoples and countries of ancient times with their important architectural achievements and the character of their art were described. Many good illustrations of the different schools of ornament were shown the pupils, and specimens noted which could be found near at hand; as, for instance, the gateway of the old Granary Burying Ground or the Greek border on the tablecloth at home. Language, history, and geography were connected with the drawing throughout the year, and the study of these subjects made more attractive through the added interest which the study of drawing presented in this way produced. There have been lessons in color and harmony of colors: and all the subjects that the course of study requires have been presented in an interesting, skilful, and practical way.

All of the Normal Art School students are, I believe, rendering good service for the privilege afforded them of visiting the schools. Many of them, I am assured, have succeeded in inspiring a deeper and more general interest in the study of drawing in the classes; and some, I know, have, by the broad and intelligent manner in which they have presented the subject, succeeded in rendering material aid in placing drawing in its right relations with the other studies of the schools. All the teachers whom the students have assisted commend their work, and several have written in the strongest terms of praise of the quality of the instruction given. One teacher writes: "The instruction given by our Normal Art student has been a source of inspiration and pleasure to the teachers of our school and a delight to the children;" and the many statements of similar import which have been received go to

prove that the presence of these young artist teachers in the schools is not only welcomed, but highly prized, by the teachers. The fresh enthusiasm and spirit they bring to the school-room are invigorating and helpful to teachers and classes alike. In the main they have shown a proficiency and usefulness beyond what was looked for, and have contributed more to the good of the schools than was expected.

In accordance with the regulations imposed when these students were admitted to the schools of the city, all the teaching has been undertaken under the direction and control of the principal of the school with the regular teacher of the class always present; the authorized course of study in drawing has been followed; there has been no disturbance caused, nor has any rearrangement been required, in the daily program of the classes.

Already two of last year's group of observers have been appointed regular teachers, and another who has just been certificated is to be appointed immediately. No more substantial proof of the usefulness and practical worth of the Normal Art students can be afforded than these appointments which were made as soon as the students became eligible for positions as teachers in the schools of Boston.

#### MANUAL TRAINING.

The course of study in use this year in the wood-working schools appears to be a great improvement over former courses. It is the outcome of the combined effort of the principal and teachers, who have cordially coöperated to produce a harmonious, progressive, and compact course to cover each term of the period of three years which is given to wood-working. Although it may not be an ideal course, yet it is found to be an eminently satisfactory and practical one. It bears the imprint of the strong impression that sloyd has made in this form of instruction, but it has an individuality that comes from knowledge and experience of

the best in every system. The optional models, or parallel pieces, provided for the different grades furnish variety and freedom: and, as occasion presents and experiences suggest, the number of optional models will be increased.

That wood-working has not lost ground in the estimation of those who value it for its educative worth is shown by the number of additional classes that have been formed this year. About a third more pupils are engaged in wood-working since September than in the previous year, and about three-fourths of the schools are represented in the wood-working classes by the three grades for which the course of study provides. That the other schools are not also represented by these grades is on account of the lack of rooms and equipment for their accommodation. When suitable provision is made all the schools will be fully represented in the wood-working classes.

The rapid growth of the Mechanic Arts High School is sufficient proof that the exceptional advantages which the school offers are appreciated. The value of the training which it gives is clearly demonstrated by the success of its graduates in the higher scientific schools, and by the employment of many of its former pupils in various pursuits which require mechanical or scientific knowledge and skill.

But the full development of the school has not been reached, nor the full scope of its usefulness as yet attained. The outlook for next year indicates an increase in the membership much beyond the present capacity of the building. In September, 1895, the number of pupils belonging to the school was 160: in September, 1896, the number in attendance increased to 237: and in September, 1897, the total membership was 330. If the membership in September, 1898, shows a corresponding increase, which it doubtless will if the pupils who apply for admission are received, the school will be overcrowded, as the seating capacity of the building is only 350. What will be even more urgent, how-

ever, than the need of additional seating space will be a sufficient number of rooms in which to carry on the various branches of study. Next year the necessary work of the school will require several extra class-rooms, even assuming that the entering class does not exceed the number admitted this year. If the course of study is to be carried out, there must also be supplied the needful and necessary laboratories ; and these laboratories should be properly equipped. As it is, the school has the most meagre appointments for laboratory work. The mechanical department, on account of its novel and interesting features, has attracted attention from the academic side, which has fared rather poorly in the matter of accommodation and equipment. But the fact should not continue to be overlooked that the requirements of the course of study for the academic department are substantially the same as in the other high schools. The school needs the same facilities that are furnished the other schools of the same grade for physical and chemical laboratory work, and the lack of such facilities is keenly felt. It may not be possible to provide appointments for the academic department quite so satisfactory as have been provided for the mechanical department, but the completion of the building as originally designed will secure the accommodations that are absolutely necessary. Unless these accommodations are provided immediately the development of the school will be arrested and its excellent work seriously crippled.

No one who visits the school can fail to observe the care which has been bestowed upon every detail of the mechanical equipment, and to note the excellence of the instruction and administration. The influence of orderly habits established by the shop exercises is apparent in the class-rooms. The boys soon realize the value of attention, care, and industry in their shop-work, and are soon convinced that interest and application are essential to success in all employments. The expe-

riences of the shop exert a wholesome influence upon behavior, and in no school in the city is the moral tone more satisfactory; certainly in none can be found a more successful application of the principle that effective discipline inspires intelligent self-direction. The city has been singularly fortunate in the choice of the teachers of this school, and it is to their high character, skill, and devotion that its success is mainly due.

#### THE PARENTAL SCHOOL.

During the year the Parental School has been visited as often as other duties would permit, and reports in regard to its condition and the instruction given have been submitted. Frequently attention has been called to the need that has long existed of more school-room accommodation. The number of rooms at present occupied for school purposes is four. Two of these rooms were designed for class-rooms, and are provided with school furniture: but the other two are not well adapted for school use, and are furnished with common chairs and tables which are unsuitable and awkward for the pupils and inconvenient for school-work. It can be readily understood what discomfort and unrest are caused the pupils from the use of seats and furniture not proportioned to their size. The difficulty of the teacher's task in governing is increased, and the instruction as well as the management of the classes is seriously affected under such conditions. The demand for additional school-rooms is urgent; and until sufficient accommodation and suitable facilities are furnished, the work of the school will continue to suffer from disadvantages that should long since have been removed.

Several changes have been inaugurated in the institution during the year, and some of them have proven beneficial to the school. The change that went into effect last spring making the school hours agree with those of the public day-

schools has been of obvious benefit; the substitution of morning sessions for evening sessions has certainly proven more agreeable both to the teachers and the pupils, and apparently more satisfactory work has been accomplished by the classes.

The introduction of wood-working has also exercised a good influence on the school. A special teacher has been in charge of the shop-work, and the course of study, or plan of work followed, has been arranged in accordance with the suggestions of the principal of the wood-working schools of the city, who occasionally visits the school and guides the instruction. All the boys large enough to work at the benches receive instruction in this department. The degree of interest they show, and the industry and care with which they apply themselves, are evidences of the pleasure they derive as well as the profit they obtain from this employment. Many of the boys show unusual aptitude for tool-work, while some have already developed a good degree of skill and practical ability. The finished product of their work compares favorably, I may add, with that shown in many of the wood-working classes of the public day-schools.

Since the opening of the Parental School until the present term there has been great need of more teachers than have been supplied. At the beginning of the current year the teaching force was increased, and it is now believed that the number of teachers is sufficient to carry on the work of the school effectively. At present there are six teachers employed, including the principal who was appointed in January. The duties of the teachers are made to pertain exclusively to the care and instruction of the boys during school-hours: formerly the teachers had to some extent the supervision of the boys while not engaged in school-work.

The number of boys in the school at the present time is about one hundred and eighty, representing all the primary and grammar grades of the city. The pupils are graded for

class instruction, but on account of the disparity in attainments and mental power there is need of a great deal of individual instruction. Hitherto, however, it has not been possible for as much individual instruction to be given as the obvious needs of the pupils required. This was not due to want of diligence or desire on the part of the teachers, but was to be attributed entirely to the large size of the classes. The demands upon a teacher's time and strength, through the large number of boys assigned to her care, were too pressing to admit of more than a modicum of the care and attention that each pupil required.

But as the classes are now much smaller the needs of individual pupils will no doubt be more fully regarded. With the additional teaching force that has been so recently supplied, opportunity will be afforded for carrying on the work of the school in the manner and spirit in which its projectors intended it should be conducted. Much more, therefore, in the future will be accomplished, it is hoped, in the way of promoting the moral and intellectual welfare of the boys sent there for improvement, as to each boy can be given the full share of attention his needs demand.

But it must be borne in mind that the success of the school depends not so much upon a large force of teachers as upon a choice of teachers employed. It is not the number of teachers but the kind of teachers appointed that will determine the spirit and work of the school. Hence the selection of the teachers is of the utmost importance. Only teachers who have special aptitude and power to do well the peculiar and exacting work required for the class of boys detained here should be appointed. Under the conditions imposed since the opening of the school down to the present time it has been found quite difficult to obtain such teachers. The special qualities required are of the kind which only the best teachers possess. Superior teachers are always in demand; and, as a rule, they command fair compensation for

their services. Therefore it is not to be expected that such teachers can be readily obtained for the small salaries paid the teachers of this school. For the same reason, when perchance a superior teacher has been secured it is difficult to retain her, as the inducements held out elsewhere are more inviting. If the salaries were made to correspond with the salaries paid the teachers in the public day-schools, I believe there would be no difficulty in obtaining properly fitted teachers for this school; and in justice to the boys detained here for moral and mental training, none but the most competent and thoroughly well equipped teachers should be employed.

The moral welfare of the boys should be, indeed, the chief concern of the teacher. All the instruction and training, in a sense, should be directed to this end. The supreme object should be to awaken the better and higher life which is to be found in every boy, however vicious and wayward he may be, and to inspire him to worthy thoughts and acts. All reformatory training to be effectual must have heart and soul in it. The experiences of the past few years are freighted with valuable suggestions along this line. The unselfish interest and sympathy of the teacher in the welfare of the wayward boy will do more to eradicate evil tendencies and break up bad habits than any resource of authority. The treatment which is most effective in overcoming the perverse dispositions of truants, and in leading them into right ways of doing, is of the kind that reaches their self-respect, that arouses their ambition, and that centres their attention in worthy objects, so that of choice they become studious and tractable. The object of all teaching should be to develop such interest as will perforce lead into right ways of thinking. As it is thought that largely influences action, it follows that the direction a boy's habits of thought may assume will in great measure influence or determine his career.

The teachers who can reach this class of boys must be possessed of superior moral force and mental power; they must have the qualities of heart and mind to inspire the boys to self-respect and good conduct, and to stimulate and hold them to their best efforts: and, above all, a spirit of unselfish devotion and sympathy must dominate their work to discover and unfold the best that is in the boys and establish them in the way of becoming worthy men. Their services are not to be measured by the amount of salary they receive, for the value of such service is beyond price; but, in recognition of their worth, it is due that such teachers in this school should be compensated equally as well as teachers of like character engaged in the public day-schools of the city.

Respectfully submitted.

GEORGE H. CONLEY.

MARCH 26, 1898.

## REPORT OF GEORGE H. MARTIN, SUPERVISOR.

---

*To the Superintendent of Public Schools:*

SIR: In accordance with your request of February 18th, for a report "giving an account of what you have done in the schools and for the schools, or in any manner to help in the school work, giving, also, suggestions for improvement," I submit the following report:

The field of supervision which I hold under your assignment includes the Normal School, with fourteen teachers; the grammar schools in eleven districts, with one hundred forty-five teachers; the primary schools of ten districts, with ninety-five teachers; eleven kindergartens, with twenty-six teachers; two evening schools, with seventeen teachers; four teachers of wood-working, two teachers of cooking, eight teachers of sewing, and the special school on Spectacle Island with one teacher—in all, two hundred ninety-eight teachers. Of this number forty-five have been serving on probation during a part of the present school year. All of these teachers have been visited as frequently as the time at my disposal for the purpose would permit. It is impossible to see them all more than two or three times a year, though teachers on probation and some others are visited much more frequently. The duty of recommending teachers for vacancies, which has this year been imposed upon the supervisors, has necessitated that much time heretofore given to the inspection of the work of the older teachers should be spent in the class-rooms of special assistants, temporary teachers, and such substitutes as may be candidates for early appointment. I have considered this work to be the most important that I could do. The work of these beginners needs to be scrutinized with the greatest care, that

premature appointments may not inflict lasting injury on the schools.

Much time has been spent in conferences with the principals. An hour spent in the office is often worth more to the school than many hours in the class-rooms. No one can know a school as well as the principal knows it, and no one can permanently improve or injure it as much as the principal. The more completely the supervisor and principal can understand each other, the fuller their sympathy as to educational principles and practices, and the more cordial their coöperation, the more effective will be the work of both. The supervisor learns much from the principals—perhaps more than he imparts. He hears of the local peculiarities of the district, the character of the homes of the pupils, the traditions of the school, the personal characteristics of the assistant teachers, their weaknesses and their strength, both partially concealed from the occasional visitor, their efforts at self-improvement, the out-of-school burdens they are carrying in the shape of family labors and anxieties, the new plans they are devising, the new methods they are trying, their loyalty or want of it. He learns what views of discipline and instruction guide the principals in their administration, what pedagogical studies they are pursuing, and what are their ideals of public school work. A supervisor, if he has any qualifications for his work, finds in this personal intercourse his best opportunity for public service.

In the regular round of class-room visitation my thought is given to the teacher in her relation to the class, rather than to the attainments of the pupils themselves; that is, inspection as distinguished from examination. If the work of the pupils is examined, it is work done for the teacher in the regular class exercises, and not work done for me in a special exercise. Much can be learned by even a few minutes' quiet observation. The whole system of motives

may be revealed by a blackboard bulletin of the successes and failures of the individual pupils. The same is true of the seating of pupils by scholarship rank.

The habit of addressing the boys by their last name, and the girls with the title Miss, discloses the formal, distant, professional relations existing. A set of test questions on the board may show the poverty or the wealth of the instruction. The teacher's desk reveals the mental habit as orderly and conscientious or as slipshod and untrustworthy, just as the walls of the room reveal the teacher's taste or the lack of it. Children tucked away in corners or lounging outside the door tell all that one needs to know of weakness in discipline.

But the best part of a good teacher's work is not revealed to the supervisor at all—the quiet, formative work done with individual pupils according to their personal needs as the teacher comes to know them, work which often reaches to the fundamental elements of character-building. This is seldom disclosed except through its indirect manifestation in a more manly and womanly bearing, a more sympathetic relation, and a more earnest spirit. I am confident that much more of this work is done than the critics of the schools give them credit for.

If the supervisor should give loose rein to the spirit of criticism, he could find in the character of the work as he sees it from day to day enough material for a wholesale arraignment of the entire public school system.

But the same is true of every other human institution. All that any one has a right to demand of the school system is that, with all the limitations of human nature and under the necessary conditions of a public system, it should accomplish its main end in a fairly successful way. I have heard recently several addresses on the ideal teacher. The qualities which they enumerate as desirable comprise the entire catalogue of human virtues, with some divine ones.

No fault can be found with this, for no standard can be too high. But the trouble comes when people begin to scold and blame because they find no actual beings to correspond with their ideals. Teachers are not educated aright, some complain. They represent the wrong social elements, say others. They are not properly directed, say still others. "They order this matter better in France." So we are told that all these matters are ordered better somewhere else, or everywhere else, than in Boston.

No candid person, having any acquaintance with educational conditions, can visit our schools day after day for a series of years without being impressed by the substantial value of their work. In them children just emerging from infancy begin to learn those things which the experience of the past has found to be most useful in the affairs of life. These children grow in knowledge as they grow in stature, learning all the time that self-control which is also most useful in after life. For many of these children all the influences out of school are adverse, but in spite of this the great body of the pupils, after passing through the grades and leaving school, are at once absorbed into the greater body of bread-winners and form the bone and sinew of our law-abiding, law-respecting, self-supporting, self-governing population. That the average standard of intelligence might be higher, that there might be fewer lapses from virtue in the community, is a condition greatly to be desired; but before any considerable gain is made in either of these directions, many other things besides the schools will have to be reformed. It is such considerations as these that encourage the supervisor when he finds, as he does and always will, some incompetent teachers; some wasteful practices, some glaring defects in administration.

## THE NORMAL SCHOOL.

As supervisor of the Normal School, I have been chiefly concerned with the effort to secure adequate facilities for its work. That the work of the school can go on, and fairly good results be accomplished, in the cramped and unhealthy quarters which it is forced to occupy, and in the absence of those material aids to work which every school should have, is the strongest testimony to the efficiency and earnestness of the faculty of the school.

It ought to have at once a new building of ample capacity, equipped with all needed appliances for instruction, and a school of observation under its sole control, with a corps of teachers specially selected. The Rice School should be left to occupy its own buildings and do its own work without entangling alliances. The training system should be re-organized in such a way that the students should for a considerable length of time manage classes alone under expert observation, and success in this work should be a prerequisite for a diploma. To delay this work is to injure the public school interest in its most vital part.

## THE SPECTACLE ISLAND SCHOOL.

The school on Spectacle Island is maintained for the benefit of the children of the persons employed in the rendering establishment of the Ward Company. There are at the present time nineteen pupils, eleven girls and eight boys, ranging in age from five to fifteen years. These children are grouped into five classes, according to their ability to read in the graded school readers. The youngest are doing work corresponding very nearly to that of the three primary school grades, and corresponding too very nearly with their respective ages, from five to ten years. The older children are decidedly below the grade to which their ages would assign them. This is significant, as showing

that their progress is arrested soon after they are ten years old. This is a common occurrence in ungraded schools of this type throughout the State. The lack of the incentive arising from large numbers of like age, the constant association with younger children, the limited portion of the teacher's time available for their use, and, in this school, the absence of stimulus from home and society, all combine to deaden interest, and to make progress slow.

The school has never been properly supplied with the means of teaching, and the pay of the teachers has never been adequate. Until within a few months the only reading matter furnished has been the old Franklin Readers, than which nothing more dreary can be imagined. Recently the Committee on Supplies has given some of the books with which the other schools of the city are generously furnished. There are now no maps and no globe. There is no teaching of music, and but little drawing. There is little to encourage a teacher, and most of the time there has been little in the teaching to stimulate the pupils. The school as it is is not a credit to the city. It would be better to bring all the children to the city every day, and put them into a good school, than to pretend to educate them, and make only a pretence.

#### WASHINGTON'S BIRTHDAY.

The rules of the School Committee require the teachers to conduct appropriate exercises on the day before the anniversary of the birth of Washington. As supervisor of the work in history it seemed to me that these exercises might be more profitable if some definite plan were proposed to guide the teachers in their selection of material. I therefore prepared the following outline, which was adopted by the Board of Supervisors and sent out by the Superintendent in the form of a circular. This is intended to be used each year by all the teachers. Much interest has been manifested, and some very successful work has been done.

BOSTON PUBLIC SCHOOLS,  
SUPERINTENDENT'S OFFICE,

December 15, 1897.

*To the Teachers in the Boston Public Schools:*

Your attention is called to the following suggestions for the observance of Washington's Birthday which have been prepared by Mr. George H. Martin, Supervisor; and you are requested to carry out their provisions in your schools and class-rooms as far as you may find them practicable.

Yours respectfully,

EDWIN P. SEAVER,

*Superintendent of Public Schools.*

## SUGGESTIONS FOR THE OBSERVANCE OF WASHINGTON'S BIRTHDAY.

In order that the annual exercises in connection with Washington's Birthday may result in a wider knowledge of his life and a fuller appreciation of his character, the Board of Supervisors offers to the teachers the following suggestions for specializing the work according to the age and attainments of the pupils:

*Grade One to Three.* — In the primary schools the aim should be to make the children familiar with the name of Washington, and, in a general way, with his character and public service.

*Grade Four.* — Washington as a Boy. Home, parents, home life, sports; kind of boy he was. Lawrence Washington.

*Grade Five.* — Washington at School. Kind of school, studies, exercise books, surveying; rules of conduct.

*Grade Six.* — Washington as a Surveyor. Recall his boyhood. His friends the Fairfaxes. Employment as surveyor. His preparation for it. Life in the woods. Life at Belvoir. Quality of his work. Character exhibited.

*Grade Seven.* — Washington in the French War. Recall earlier life. First military office. Mission to the Ohio. First campaign, Fort Necessity. Braddock campaign. Character exhibited.

*Grade Eight.* — Washington in the Revolution. Recall earlier life. Appointment as commander. Acceptance of office. Personal sacrifice involved. Previous preparation for. Taking command. His work at Boston; at Trenton and Princeton; at Valley Forge. His resignation. Character exhibited.

*Grade Nine.* — Washington as President. Recall earlier life. Election to presidency. Personal sacrifice. Preparation for (civil, military). Most important events. Visit to Boston. The Farewell Address. Character exhibited.

Review of life, noticing especially the preparation afforded by each new work for the next, and the qualities of character exhibited in each.

In the lower grades the material would best be gathered by the teacher and presented to the class. Interesting descriptive passages should be read to them.

In the upper grades the pupils should be referred to the best sources of information, and should be expected to gather material for themselves.

In all grammar grades maps should be freely used, and compositions should accompany all the work. Many of the Rules of Condnet early copied by Washington could be profitably memorized by the pupils, and all the higher classes should learn the last maxim: "Labor to keep alive in your breast that little spark of celestial fire — conscience." Most of these rules may be found in the appendix to the first volume of Spark's Life of Washington. They are also in a booklet in the Public Library.

Interesting matter pertaining to the surveying period may be found in an article entitled "Greenway Court," in Putnam's Magazine, Vol. IX., p. 561. Washington's visit to Boston is described in the New England Historical Register, Vol. XIV., p. 161.

#### WORK IN ELEMENTARY SCIENCE.

The slow progress that has been made in the work called elementary science, and the unsatisfactory results obtained, have led to much discussion in educational circles.

The opinion now prevails that some quite radical changes are necessary if we are to reap the greatest benefit from the study. The chief difficulty is seen to have arisen from the point of approach. The work came into the public schools through the normal schools, which saw in it the best possible means of illustrating the Pestalozzian methods of teaching, which they were anxious to promulgate. The natural sciences were already in the schools, but taught largely from text-books. The normal schools, taking these sciences as they were, sought to apply to them the oral-objective method of study. They furnished the opportunity for brilliant illustrative lessons, and the youngest children could, in the hands of accomplished teachers, simulate all the processes of profound students. Logic was applied remorselessly. Each science was logically outlined; each

lesson was logically arranged; and the logical steps in scientific investigation were rigidly prescribed — observation, comparison, judgment, generalization. These characteristics have marked nearly all the courses of study proposed for the elementary schools in the last twenty years. Teachers trained in the normal schools have been earnest in their efforts to carry their principles into practice, and where the conditions were exceptionally favorable many of them have achieved a good degree of success in awakening interest and imparting knowledge.

But few of the teachers have been adequately prepared, and in few cases have the conditions favored the work. Much of the work has been but a travesty of science. The time seems ripe for a new method of approach, and for a plan of work which shall have a different aim and which shall be sufficiently elastic to conform readily to the most varied conditions. The first conception for a new departure is the omnipresence of nature. Nature surrounds the children with its infinite variety of appearances. It is not a realm apart, fenced off by definitions, cut up into separate fields, and to be approached only through the gateway of a scientific method. The first step in nature work with children is to help them to open their eyes to the variety and beauty that surround them. The earliest, and indeed the latest, appeal is to be made to their feelings rather than to their intellect. The unity and the many-sidedness of nature are to be presented from the beginning. The present course of study tends to isolate the phenomena, to multiply distinctions, and to obscure relations.

The following suggestions for a tentative reorganization of the work are offered, the aim being to unify and to simplify :

#### SUGGESTIONS FOR UNIFYING THE NATURE WORK.

The revolution of the earth, producing the apparent movements of the sun, is the initiating phenomenon of all those terrestrial phenomena which form the subject of school study.

The sun's annual cycle sets in motion a multitude of other cycles. The sun cycle should, therefore, form the *core* of all nature study.

In organizing a course we have only to follow the sun, and we may include as much as we please.

The Sun Cycle, being primary, subsidiary cycles are :

The Atmospheric Cycle,  
The Earth Cycle,  
The Plant Cycle,  
The Animal Cycle,  
The Human Cycle.

The Sun Cycle may include : length of day and night, altitude, rising and setting, verticality of rays.

The Atmospheric Cycle may include : varying temperature, prevailing winds, rain, snow, hail, clouds, fogs, etc.

The Earth Cycle may include : freezing and thawing of the earth, and of water in rivers and lakes, rising and falling of streams, earth changes by streams, earth changes by frost and rain.

The Plant Cycle may include : the forming, covering, and swelling of buds; the sprouting, leaving, flowering, fruiting, seeding, leaf-shedding of perennial plants; the cycle of life in annuals.

The Animal Cycle may include : adaptation of covering, and food; hibernation; migration of birds and fishes; metamorphosis of insects; mating, nesting, brooding, fledging of birds.

The Human Cycle may include : adaptation of clothing; provisions for shelter and warmth; the cycles of industrial life, as farming, including ploughing, sowing, weeding, haying, harvesting, marketing; lumbering, including cutting, hauling, floating, milling, marketing; fishing, including catching, curing, marketing; manufacturing and trading, each with its adaptation to seasons.

Besides these may be included social customs, work and rest, recreation routes and resorts, amusements varying with the seasons.

The subsidiary cycles may be varied :

(a.) Intensively, by increasing the number and variety of phenomena observed and discussed under each, and by studying more carefully cause and effect.

(b.) Extensively, by including corresponding phenomena in other latitudes and in other times.

Thus the sun cycle, the atmospheric cycle, and the earth cycle may be extended to include corresponding phenomena in the tropics, in the Arctic regions, and in antipodal regions.

The earth cycle may include the corresponding phenomena in geologic times, with its accompanying plant and animal phenomena.

The human cycle may include the social and industrial phases of human life in earlier times, as compared with the present.

The most superficial phenomena of spring are as follows: lengthening days, sun higher at noon, sun shines more vertically, higher mean temperature, snow and ice melting, streams fuller, rain instead of snow, ground softening, buds swelling, sap moving, less fire, less clothing, grass greens, buds open, birds appear, insects appear, logs driven, farmers plough, farmers sow, animals shed coats, early flowers, trees blossom, cattle to pasture, young animals, houses cleaned and repaired, roads repaired, birds mate and build, thin clothing prepared, sales of thin goods, early vegetables and fruits.

In all this work the adaptation to grade would consist in the more intensive and extensive study of these phenomena. Thus, the rise of the streams (local) would naturally lead out to similar phenomena throughout New England, and then to such more remote phenomena as the rise of the Nile and Ganges.

The ploughing may be extended to observe the kind of plough, and to compare it with the plough of less advanced peoples and earlier times. The sowing (what and where) opens the way for discussing the nature of soils and the adaptation of soil to plants, as the minute study of the freezing earth leads naturally to the study of the making of soils.

The autumn phenomena of lowering temperature, bringing need of fires, naturally opens the way for the study of coal, its history, its mining and its transportation, and the work further suggests the other varieties of fuel,

Having by some such line of work as here suggested come into the spirit of the seasons, the literature of the seasons would find appropriate place, and the teacher would find some otherwise difficult prose and poetry appreciatively received.

Some of the advantages of this plan are readily seen. It adapts itself to the varying capacity of the teachers and to their different degrees of interest in the subject. If their preparation has been ample and their interest is great, they can expand the topics almost indefinitely. If their tastes have led them to study plants especially, or birds especially, or minerals especially, ample opportunity is afforded to lead the children when the recurring season opens the way. If, on the other hand, their opportunities for such study have been limited, they are all familiar with the superficial appear-

ances of nature, and with the dependence of man upon the world about him. The plan adapts itself, too, to the varying conditions of the schools. Many of the phenomena of nature can be observed by children in the heart of the city, as the seasons recur. The schools in the suburbs can improve their advantages at will.

In my own mind the chief advantage of this plan lies in the fact that it associates itself directly and closely with the work in geography as it is coming to be studied. Indeed, the whole of this work as outlined is geography, and might be absorbed in it to the great profit of both. I doubt if in the elementary schools we can afford the time for any more intensive study of nature than falls naturally into place in the work in geography, drawing, and literature.

In saying this I am not advocating less of nature work, but more, because done by all teachers in all schools, instead of being done occasionally and by a few. The amount of work done in any study is not measured by the time given to it in the program, nor by the elaborateness and completeness of the teacher's preparation, but by the influence on the individual pupils in enriching their intellectual and emotional life. To have opened a child's mind to appreciate the beauty of a sunset or of a winter morning may be worth more for all the higher purposes of education than to have filled his memory with the descriptive facts concerning a bean, or a grasshopper, or a clam.

Some such modification of the course of study would help to relieve it from the appearance of being overrowded. This is only an appearance, but appearances are deceitful, and many persons are led to believe that the elementary curriculum is congested because so many distinct subjects are mentioned in it. Anything which would unify and simplify would prevent some criticism of the school system.

Respectfully submitted,

GEO. H. MARTIN.

BOSTON, March 22, 1898.

## REPORT OF WALTER S. PARKER, SUPERVISOR.

---

*To the Superintendent of Public Schools:*

SIR: In conformity with your desire I submit the following report:

The work in my section of the city has been of the same general character as that reported during the last few years. It differs, materially, in one respect from the general work in other sections of the city. I refer to the ungraded class work, or what might better be called the special class work. There are nine such classes in the Eliot district, eight in the Hancock district, four in the Phillips district, and two each in the Bowdoin, Brimmer, and Wells districts, making in all over a thousand pupils who need special instruction on account of lack of knowledge of our language. They are received into the several schools from all the countries of Europe, although Russia and Italy supply the larger number. They are of all ages from five to seventeen years, in all stages of development. Some of them have had good advantages in their native land, while others have not enjoyed those privileges. One can readily see that on account of the varying capacities of these pupils it would be manifestly unjust to put them into the same grade of work, merely on account of the same want of knowledge of the English language. For a few days the same simple lessons might be given to all, but in a very short time the older and abler pupils need more advanced work: work in language and number better suited to their capacity. In other words, these ungraded classes should be regraded frequently. In fact, one teacher said to me last fall that she found it necessary to regrade nearly every week in order to give every pupil all the advantages that his individual needs required.

To do this work properly the classes should be small in numbers. The regulations require thirty-five as the maximum number. It would be better if the number were twenty-five, but practically in many of the classes the numbers reach forty-five. It is needless to say that considering the kind and quality of the work required in these classes it cannot be done properly with such large numbers. It will be obvious that the regular course of study should not be followed in minute detail; such a condition of things as confronts us in this special work was not considered when the present course of study was arranged. Yet on the other hand I do not deem it wise to recommend a special course for these classes, but rather to continue to instruct them in the future as they have been instructed in the past: to follow the course of study in a general way, departing from it whenever and wherever the exigencies of the case require or the needs of the pupils demand. Furthermore, I do not believe it would be wise to endeavor to restrict the teaching in these classes to some prescribed course. The best work can be done by the teachers if, under proper supervision, they are left free to study carefully the individual needs of each pupil, and see to it that he is regraded whenever he can be benefited thereby. The greater part of the work at first must necessarily be on language.

There is one thing in which definite action should be taken. A certain portion of the work done in these classes is entirely different from that done in the ordinary grades of the elementary schools, namely: Teaching our language to those who have no previous knowledge of it. Many of them have but a slight knowledge of their own language. There is no provision made anywhere in the rules and regulations for furnishing these classes with proper material for teaching our language to foreigners. Each teacher should be supplied with a large number of pictures and objects illustrative of those common things in life and nature that are the

foundation of all languages. There are certain essential experiences that all children must have in order to get on in the elementary and fundamental part of instruction ; this applies not only to language, but to all branches of study. In teaching our language to beginners, it is of the first importance that the child should have the right object in his mind when the teacher endeavors to represent that object by a word. Many of the teachers are using very skilfully, in the work with beginners, all the objects near at hand, and illustrating the work by using those actions common to all created beings — the parts and movements of the body, the dress, the habits, the school-room furnishings, in fact everything that pertains to the school, the pupils, the teacher, the family, and their mutual relations.

These classes in the statistical report of the superintendent are counted as grammar-school pupils, but in the ordering of supplies they are counted as primary pupils and are supplied with books and material accordingly. In point of fact, a large number of the pupils, while needing some of the primary books and supplies, also need some of the books and supplies that are used in the grammar grades, and in some classes it is evident that much good might be accomplished if a few books were provided that were selected with special reference to their particular needs. Some of the younger pupils could use with advantage some of the kindergarten material. There does not seem to be a single book now published that meets fully the requirements of this grade, hence my reason for asking that pictures and objects be supplied to aid in teaching our language to those who have had no previous knowledge of it. I desire to refer to this matter again in its relation to the evening-school work.

The work of these ungraded classes, in one view of the case, seems unimportant, and when the small number composing these classes is compared with the whole number

constituting the districts, the importance of the work does not assume its proper proportion. It is far greater than the numbers seem to indicate. From the narrow view the solution of the problem is nearly completed when these ungraded pupils have acquired an elementary knowledge of our language and institutions, but from a broader view the solution of the problem has but just begun. They need special care and attention in order that they may get right ideas of their relation to this country and what the city, State, and nation are doing to ameliorate the condition of all persons who seek a home on our shores. They show a strong desire to learn our language, and exhibit an earnest purpose to become thoroughly Americanized. The importance of the work to be done cannot be overestimated. The life of the Republic depends upon the *virtue* and *intelligence* of the people. Another phase of the subject should be constantly borne in mind. The numbers present at any one time do not tell the whole story. Many pupils enter school at an advanced age and leave after a short attendance. Whatever the schools are to do for these pupils must be done quickly.

#### EVENING SCHOOLS.

The evening schools have increased in power and efficiency during the past year. The methods of teaching have improved. The small number of pupils to each teacher enables him, if he be skilful in his work, to use the class method of instruction and at the same time not to lose sight of each individual. In the past some teachers have used the individual method to such an extreme that much time and teaching-force was wasted. In acquiring our language the learners should have the advantage of both means of acquisition — the eye and the ear. It does not seem to be the wisest economy of teaching-force to carry the individual method of instruction too far in the reading exercises, or in fact in any of the exercises connected with the evening

schools. There is much benefit to be derived from the contributions made by the other members of the class. Many of the teachers have adopted the practice of reading a certain amount to the class at each session, to the end that the ear might be trained to correct enunciation.

It seems a great waste of power to teach reading to adults by the individual plan alone, when by a skilful use of the class exercise the pupils could hear and see what is being done by the other members, and thereby gain experience from all the members of the class. Some of the teachers have made a gain in this respect, but much more is still to be accomplished in this direction. The classes of beginners in English (and there are many of that kind in the evening schools) need books and material to aid them in acquiring our language. Everything that I have written in regard to the ungraded classes in the day school would apply with equal force to many of the evening classes.

#### SUBSTITUTE SERVICE.

The present plan of furnishing substitutes for temporary service appears defective in many ways. Yet I appreciate the fact that it is difficult to suggest an ideal plan—a plan that will operate successfully in the wide field covered by the large number of districts in the city. The conditions surrounding the different schools, the varying grades of pupils, the individual characteristics of the management of the districts, and many other circumstances, make it a complex problem—a problem which is easily criticised, but very difficult of solution. A closer connection between the central office and the several districts would materially aid our present plan, or any plan which might be suggested. A telephone connection with the central office at Mason street would greatly assist every supervisor in his work and every master in the management of his district, and save to the city much valuable time now spent in travelling. In many

districts a master cannot communicate with Mason street or the Normal School without using the public telephone, or spending at least the large part of a day before he can find out whether he can get a substitute or not. The class of the absent teacher will lose at least one session, and perhaps a whole day. If some arrangement could be made whereby a few substitutes could be constantly at Mason street to answer any calls, one point would certainly be gained.

A "floating teacher," so called, provided for each district would partially assist in the solution of the problem. But I hope it would not permanently assist, for I believe that a "floating teacher" could be used in every grammar school to better advantage and more permanent good to the school than by merely substituting. There are in every school many pupils who for various reasons are deficient in some of the studies of the curriculum, and who need and deserve special help and guidance from the teacher. The regular teacher, on account of the large numbers in the class, cannot give them the individual attention desired without sacrificing the needs of the larger part of her class. This work should be and could be performed more economically by the "floating teacher." She could be made useful in many ways throughout the school, doing valuable work in every grade where the most urgent need manifested itself, and occasionally substituting when necessity required.

If some plan could be devised by which the Normal graduates could be employed for a certain length of time as assistants and substitutes, it would give them the experience which many of them desire and need to fit them as regular teachers for our schools. Considering the salaries now paid by the city, it would seem only just and fair to the city and the children that those graduates who need training in management of classes should have the opportunity of such training at a nominal salary. If some plan could be worked out to make a closer connection between the Normal School

and the supervisory force of the city, I believe it would enhance the work of every graduate of the school and tend to make her work more effective and thereby benefit the children for whom the schools are established.

It would seem wise that some rule should be adopted requiring that the earliest possible notice be sent to the principal of the district informing him of the intended absence of the teacher and the probable length of its duration, to the end that no interests of the pupils be sacrificed, and the best substitute possible be obtained. The school department has always maintained a most generous attitude towards the absent teacher, and the teacher should reciprocate by reducing the evils of absence to a minimum.

#### SCHOOL BUILDINGS.

In my report to you three years ago I suggested that alterations be made in the Eliot, Phillips, and Baldwin School buildings, in order that better light might be obtained in several of the rooms. I desire to reiterate what I mentioned at that time, that if those poorly-lighted rooms were used for mercantile purposes some means would be found to introduce more light even at the expense of breaking the plain architectural effect on the outside. The reason given for not improving the Baldwin School in Chardon court was that when the new building on Poplar street was finished the Baldwin School would not be needed. I could not at that time see any ground for such reason, when the increasing number of pupils in the West End was taken into account; I do not see any reason why the building will not be used for school purposes for many years to come, unless additional accommodations are made elsewhere. If it is to be used for any length of time, it should be better lighted and thoroughly cleaned, painted, and the walls tinted.

The Phillips School building needs better sanitary accommodations; they should be enlarged to fully meet the wants

of such a large number of boys as are now accommodated in that building, and some means should be devised to give more light in some of the lower rooms. An addition should be made providing for a teachers' room and a master's office. When we take into account the large number of boys now accommodated there, it seems proper to suggest that some room be fitted up either in the Phillips building or in the new Bowdoin building for manual training. There is one room in the new building (the one over the boiler) in which there is so much jar and noise from the machinery connected with the heating and ventilating plant that it is not suitable for use as a regular class-room. That room might be fitted up as a room for manual training and used by the boys of the Phillips School.

On account of the large number of pupils in the Phillips, Wells, Hancock, and Eliot districts, it would seem advisable to form a new district made up of boys and girls, to take the place of the old Mayhew which was abolished several years ago, thus relieving these overcrowded districts. The present condition of the new primary building on Poplar street — every room being occupied to its fullest capacity — proves emphatically the urgent need of the building. While it would not be wise, perhaps, to lay down a hard and fast line in regard to the extreme limit of numbers that should constitute a district, yet, educationally considered, I firmly believe that some limit should be fixed.

Personality is one of the important influences in education, especially with the young, but it has its limitations. One of the strongest, most potent factors in a school district is the personal influence of the master, and with too large a number under his charge this will not be felt in as great a degree as it should be to ensure the greatest amount of good. There are several districts under my supervision which should be divided and new districts formed, to get the greatest amount of good from the force expended.

The Pormort School building, as the name indicates, is an old building, and needs thorough renovation on the inside. Cleaning, painting, papering and whitewashing, and some improvement could be made in the Sheafe-street building.

The Grant School building should be thoroughly overhauled and put in a cleaner, sweeter condition.

#### GEOGRAPHY.

The work in geography has improved along some lines during the past few years. It has not yet reached our ideal, but as long as real advance is made we are hopeful. We wish it might be true that all schools had made equally good progress.

There seems to be a universal belief among those interested in the education of youth that a certain amount of experience is not only valuable, but absolutely indispensable, to the right interpretation of the thought and facts brought out in the elementary text-books used in the schools. This principle is recognized in every branch of instruction. In reading the child must have the *real* thing in mind, to make the greatest progress in the work. The word or sentence seen must produce the proper activities. In geography the principle is most often violated, and yet it is the one subject where the practice should conform with the principle.

If geography is in any sense the study of the earth as the home of man, or the study of surface forms and their relation to man, an early experience with those forms and with man is fundamental. In other words, geography cannot be learned from a text-book without some study of nature and man at first hand, from which pupils may gain an experience which will aid them in interpreting the text, the picture, and the map. Without some experience of this kind the study of the book is worse than useless—it is positively harmful. Some of the schools have made good prog-

ress in helping the children in this direction, and many field lessons have been given.

Comenius long ago declared that "Nothing can be in the understanding that is not first in the senses." We do not expect that pupils will travel far and wide and get a full knowledge of the earth's surface and man's relation to it, no matter how desirable that might be. But it is possible for them to visit Franklin park, the coast near the city, the islands in the harbor, the warehouses, the manufactories, the stores, the markets, to witness in real operation the great human industries of the world, and to see in modified form nearly all of the land and water forms of the world. The school authorities have not appropriated any money for this purpose, but it has been done by private contributions. Of course those places near at hand can be and they are visited without expense to any one. That this experience is fundamental in its educational value is acknowledged by every one. There are but two ways of getting knowledge: first by experience, second by symbols.

Some of the schools are using the lantern to good advantage in connection with the field work. They are making use of pictures representing the localities visited, and in that way reviewing the lesson taught in the open air when the real object was under immediate contemplation, thereby training the pupils to use their experience and read in a picture all there is in it. A movement has been begun to furnish the schools with a carefully selected list of slides, representing the principal types of man, his industries, his social relations, his commercial relations, his habits and customs, the typical forms of water and land, and their relation to man and his work on the earth. I say a movement has been begun, but it cannot be easily completed. Other cities have lists prepared, and some of our schools have had a large number of slides in use for several years, and have been using them to great advantage in the work of geography.

and history. A list sufficiently comprehensive has not yet been completed. Such a list should include not only the typical land and water forms, but it should show the close relation between the earth and the life of man. It will take time to complete such a list, as many of the slides would have to be specially prepared, as they are not in existence to-day. After each school is supplied with this list, representative of what might be called essential, then each master would naturally add those slides which are of special interest to him and his pupils.

Many of the schools have at their disposal the income from invested funds, and some of them have purchased for the fourth grades small individual globes to be used to show globe relations. I believe it would be money well expended to furnish every fourth grade with these globes. If the pupil is to gain a clear idea of the position and relation of the different land and water masses of the world, it must be from the globe representation. Whenever in after life those relations are desired they will spring instantly to the mind. The great wind and water movements should be taught with the globe representation well in mind. In fact, the knowledge of the globe relations is indispensable to an intelligent reading of daily newspapers.

#### TEACHERS' MEETINGS.

It has been my desire to meet all the teachers of geography by grades and discuss with them the subject in general and also in particular as it relates to each grade; also the general correlation of the subject with the other studies of the curriculum. Such has been my purpose, but I have only partially carried it out. I began somewhat late in the autumn, and I have held conferences with the teachers during the year in many of the districts on subjects relating to the work of the schools, some of them of a general nature, as Discipline, General Management, and Methods of Work,

but most of them have been on the general subject of Teaching Geography. I have given these, not only in my own districts, but in other sections of the city. I have, as yet, made but a beginning. It is to be hoped that next year arrangements may be made whereby the supervisors may meet the teachers for conference and instruction without colliding with other departments of work.

Respectfully submitted,

WALTER S. PARKER.

BOSTON, March 28, 1898.

## REPORT OF SARAH L. ARNOLD, SUPERVISOR.

*To the Superintendent of Public Schools:*

In accordance with your direction I herewith present a report:

If there be any special advantage in the position of supervisor, it lies in the fact that the duties assigned make observation of the many schools possible, and permit a comparison of common efforts and their results which must of necessity confirm or destroy one's theories. One who sees a certain practice successful in a dozen schools must doubt the strenuous statement of a teacher who asserts that "it can't be done." On the other hand, the most finely-spun theories will be modified when tested in school after school under different conditions. If the supervisor has a chief function, then, is it not to present to teachers the results of general observation and comparison which gather together the fruits of the many experiences, and declare those which the sanest experience has proven to be the best? It is with something of this thought in mind that I present in this report a simple and homely study of a commonplace theme—the daily program.

A STUDY OF PRIMARY-SCHOOL PROGRAMS.

A student of school affairs, though he may be but a casual observer, can but be impressed by the fact that our school courses display a lack of unity which tends to weaken our teaching, and prevents an economical disposition of the school life on the part of the student. Teachers assemble themselves together in groups, as teachers of history, teachers of science, teachers of drawing, etc., and discuss their science and the art of teaching it as if the child were destined to know but one subject—their chosen theme.

The tendency shows itself in departmental teaching, where the pupil often becomes to his teacher simply a student of algebra, science, or drawing, being ranked in accordance with his proficiency or deficiency in this department alone, while lessons of prodigious length are assigned without reference to other lessons decreed by other specialists. The principal, if he be possessed of a hundred eyes and myriad sympathies, may follow the zigzag course of every pupil, and know what he is doing and whither he is tending. The mother, who watches the accumulation of home lessons, and hears the boy's comments upon his heaped-up labors, may estimate the resultant of these many forces, if she observes intelligently. No one else judges truly as to the real progress of the child. He is taught and judged in sections, and his teachers educate themselves for such teaching.

The same tendency, perhaps less evident to the casual eye, may nevertheless be discerned by one who thoughtfully observes the planning and execution of an ordinary program in primary or grammar schools. It would seem in studying some programs that the thought of the maker is simply to get the subjects out of the way, one after another, in the order which affords most rapid dispatch, without reference to the ends to be gained from the child's point of view. In such cases, in carrying out the program the teacher becomes in turn a teacher of arithmetic, of reading, of drawing, of music. Her eye is upon the goal assigned by the course of study, and her standard of success is gauged by the passing of the promotion mark in each subject. The program becomes a mechanical contrivance — a labor-saving machine simply — instead of a flexible, adaptable creation, designed to suit the needs of growing children, and modified to suit those needs.

But the exercises of the school are, or should be, just so many occasions for putting forth effort on the part of the children, the result being gain in knowledge and in skill.

This being the case, the main problem in program-making is the adaptation of work so that it shall call forth effort, the time of recitation period, the length of the study period, and the condition of the children being factors in the arrangement of the exercises. What does this exercise require of the children? Are they in condition at this period to make the effort demanded by the exercise? How long can they give vigorous attention to this subject? What exercise will prepare them for the required study at this period? Does the exercise which follows the present one call forth different energies and activities, affording the needed rest and relaxation? Shall this lesson be continued after the children give evidence of fatigue and consequent indifference? How long should the exercises be continued in order to demand voluntary and continued effort, without causing the weariness which induces indifference? When is physical relaxation most necessary? How long should this be prolonged? What exercises in themselves may allow freedom of movement and prevent fatigue? What occupation can be provided to induce the power and habit of independent work? How can these occupations be arranged as to preparation and distribution of material? How many pupils can be advantageously taught in one division? Can an equal number profit by reciting together? Such questions confront the program-maker, when the program is considered with reference to the needs of the children. In the light of such questions the making of the program assumes great importance. It ceases to be a mechanical arrangement belonging to the school-room equipment, and becomes a vital force in securing to the pupils the utmost advantages which can be gained from the conditions provided.

Observation of the school programs arranged for our primary classes by the several teachers discloses a wide variety, displaying various degrees of thoughtfulness in preparation and giving evidence of varying degrees of thoughtful

experience. Conferences regarding the programs, at recent teachers' meetings, indicated a need of even more careful consideration of the subject. Because the *raison d'être* of the program is so variously considered, the following suggestions are presented, after study of a large number of satisfactory programs, approaching the ideal, which have been wrought out in our school-rooms. It is only by such comparison, and the statement of its results, that the fruits of the ripest experience of the school-room can be shared by young and inexperienced teachers, or by others whose line of thought has been in a different direction.

Are our programs overcrowded? This is the first question which commonly confronts us. A study of the present practice in our best schools will help us to answer this question.

• • • • •

The good program provides a period for all the subjects required by the authorized course of study; it goes without saying that no program is adequate which omits any one of the prescribed subjects, and a satisfactory program provides a place for every one. Under our present rules the time allotted to each subject is already determined, but all teachers know that the value of teaching exercises is not in direct proportion to the amount of time consumed in them. A five-minute exercise may sometimes be more useful to the pupils than a fifty-minute exercise. Again, the lines between subjects can never be clearly drawn, even in the primary grades. The preparation of the reading lesson may necessitate a study of words which justly deserves the title of spelling. The lesson in music often necessitates the study and memorizing of verses, an exercise which may fitly be termed a language lesson. Drawing prepares the way for the close and accurate observation involved in the Observation Lessons (so called) which demand study of plant and animal life. What shall the exercise be named when the plant becomes the subject of the drawing lesson? of the

language lesson? of the reading? Not only is it true that one subject merges into another in primary-school work, but, further, the subjects interact upon and help one another. The observation which is indispensable to good drawing is also indispensable to ready reading, in which the forms of words must be immediately distinguished. Anything which helps toward this ready recognition of form helps reading. Drawing helps toward ready recognition of all forms, therefore drawing helps reading. Quite as truly we may insist that reading, rightly taught, helps drawing, that nature study helps reading, that language is indispensable to number, etc. But the moment we assent to these propositions our program becomes, not a mechanical order of unrelated lessons, but an organized and necessary order of related teaching, every lesson serving in its turn to develop the various powers which are needed for the conquest of any one; and the teacher ceases to figure as a teacher of subjects, and becomes a teacher of children, able to view the subjects in their relation to each other and to the progress of the children.

From such a survey of the subjects in our program it follows: First, the program will seem overcrowded, and teacher and children will seem overburdened, wherever this interaction of one subject upon another is ignored. If the one thing is taught as if it were many, the work becomes incoherent, the program is burdened, the teaching is fragmentary. A class is drawing a lilac twig. Observation, drawing, language — all three are necessitated by a well-proportioned exercise. Why not see the three in one, and make one out of the three, producing a strong, all-sided lesson? How much better, just here, than to draw the lilac twig, talk about exclamation points, and observe coal.

I am not making a plea for mechanical correlation: far from it. Where no relation plainly exists between two lessons it is idle folly to attempt to create one. But it is quite as

foolish to ignore the reënforcement of isolated lessons which a thoughtful study of any day's program will ensure. Such economy simplifies our programs and effectually prevents overcrowding. Nothing else will bring unity into our work. A single illustration may suffice as a concrete instance of the economy of time made possible by such recognition of unity in teaching. Our Primary Course of Study requires Language and Observation Lessons (including study of plants and animals) in all grades. It also stipulates that memory gems, songs, etc., be taught, and morals and manners inculcated.

The normal order of teaching language in primary grades is talking before writing. It is true, also, that three-fourths of the time given to language in primary grades is, and should be, given to oral work. Suppose, then, that a certain period be set apart for language. The children must talk about something — why not talk about the plants or animals selected for the Observation Lessons, the stanza of poetry to be memorized, the song to be learned, the "moral virtue" to be impressed? The work has its thought side, its expression side. They cannot be separated. Why should not the program unite the two, giving a later period to such simple written exercise as suits the capacity of the class? The best programs I have seen in this city follow this plan, giving the first twenty minutes of the morning to the general lesson which introduces the subject of the Observation Lesson or the theme of the season. Harvest, Thanksgiving, Christmas, Washington's Birthday, — Longfellow, Whittier, and Lowell, — serve in turn. The written language following the spelling of selected words is often based upon the theme of the morning talk.

There are various other reasons for adopting this plan throughout the primary schools. The day begins well when a theme is presented in which all are interested and all take part. The children are alert and vigorous. The work

oftenest left undone is effectively assured. But on the ground of economy, of effort and time alone, the plan deserves recognition. I know no case where this order has been abandoned after once being attempted. Nor have I heard, in any such case, the complaint that the program is overcrowded. I am personally convinced that it is only through such unification of the work that our primary programs can be simplified and the sense of pressure removed. But one other cause of the over-pressure would then remain — the serious tax upon both teacher and children resulting from the attempt to teach from fifty-six to seventy pupils in one class. Under these conditions any program will be overcrowded. It is essential to the best teaching — even essential to economical expenditure of money, as well as time and effort — that the number of primary pupils to a teacher be not more than forty-eight as a maximum. Upon this I wrote in my last report.

The length of recitation, or of study period, in primary classes is variable — depending upon the age of the children, the alertness of the teacher, the subject, the time of day, the number in the class. It is safe to say that the recitations should be short — from five to fifteen minutes in the first grade, increasing to a half-hour limit in the third grade. This statement will conflict with common practice in many primary schools, where nearly all lesson periods are much longer than those specified. But the statement is made after prolonged and careful study of hundreds of schools and thousands of children. Classes can, without doubt, be kept at work for longer periods than those specified. They undoubtedly are. Is it good for them? Are the pupils alert, vigorous, attentive, every one, to the end of the recitation? At the end of the day are they in as good condition as when the work is more frequently varied? The exercise is helpful to the children only as long as they are putting forth vigorous effort. Indifferent droning is harm-

ful. The short exercise, properly varied, promotes attentive and effective study.

At this point it may be well to discuss the question upon which the length of periods depends, namely: the division of the class into groups for recitation — often for instruction. Such division is necessitated, in the first grade, by the children's lack of power to fix attention upon any lesson during so long a period as is required for recitation by the entire school. But practice varies widely, and I have often seen a school of fifty-six divided into but two groups for recitation, and frequently have witnessed an attempt to teach sixty-five-year-olds in one group. It is true that certain brief instructions and rapid drills may be given to large numbers, even of little children, and that certain exercises, such as drawing, may be entered upon by all the school at once. But in recitation, in number, reading, or in any instruction which requires the testing of individuals or the watching of individual effort, the group should be small enough to ensure actual attention and effort on the part of every member of the group and throughout the exercise. The less the power of attention, the smaller the group. An enormous sum total of time is wasted, when we count the loss of the children in this attempt to teach sixty at once. Indifference and dulness are the natural results of such an arrangement, partly because the children are unequal to so prolonged attention, and partly because the teacher is unaware of the individual attainment, or lack of attainment, as compared with that possible when the practice is otherwise.

And, further, the continual practice of teaching an entire class at once cuts off the opportunity of individual work on the part of the pupils. When the children recite in alternate divisions, the period of non-recitation is filled by some form of study or occupation, known in primary-school parlance as "busy work." By means of such study or occupation the children learn the all-important lesson of working alone at a required task, and measuring their results at the

end of the required time. The product of an oral recitation is always the resultant of two efforts, the teacher's and the child's, and the teacher does not always discern the ratio between the two. During the study period the child is unaided, and he not only sees for himself what he can or cannot accomplish, but the teacher has ample opportunity to discover his failure and its cause, or his success and consequent ability to move on. The opportunity is invaluable to both parties. Furthermore, children go from the primary school to the grammar school, where study is rightfully exacted. They have no power of individual application, unless it has been begun in the primary school. The loss is incalculable. The power and habit of working by and for one's self, and justly measuring the results of one's labors, should be assisted by the program of every primary school.

From the side of the program this necessitates a plan and order, not only for recitation, but for occupation and study on the part of the pupils not employed in recitation. All busy work should be prepared as thoroughly as are the recitations, and the occupations at the desk should reënforce the class instruction, providing opportunity for its application. A "Busy Work Program" is quite as essential as a program of recitations. Children should grow into the power of directing the use of their time at their desks, and, without reminder from the teacher, turn to the allotted task at the proper time. It goes without saying that the program should be so arranged as to afford variety for the children, calling different energies into action in succeeding periods. Drawing should not follow writing: reading should alternate with manual work: music and physical training should alternate with written work. Every teacher should study her class and discover at what hours the children are in best condition for the hardest work. Such study pursued in every primary school-room, and followed by a conference which should estimate approximate results, would go far to

settle the question of school-room fatigue, and to determine a program which would really be productive of the greatest good to the greatest number.

One further suggestion as to programs, dictated by consideration of the limitation of school material on the one hand, and the needs of special pupils on the other. When the supply of supplementary reading, for example, is too limited to provide all classes at once, conference in regard to the programs of the various classes in the building will often lead to such modifications as will solve the problem, the material being passed from room to room, from class to class, in some prearranged order determined by the program. By such an arrangement the variety of supplementary reading can be increased without additional expense.

A marked need for such conference and coördination of programs is presented in the cases of unclassified pupils, who are "ahead of their class" in reading, or "behind" in number. It ought to be possible for such waifs to be helped in the special lines wherein they are counted deficient, without losing their present standing in other subjects. It is entirely practicable, and may be made entirely convenient, for such pupils to share in the number exercises or reading, as their needs may determine, in several rooms — multiplying opportunities for help. By coöperation on the part of the teachers in the building the unclassified pupils may be helped to the highest place possible to them, a loss of a long period of school life being prevented, with the attendant diminution of interest and ambition. Wherever such an arrangement can be made it should be. The children deserve such consideration at our hands. The programs of the classes should be flexible enough to provide opportunities for helping the children whose present misfortune is due simply to the fact that they "do not fit the grade." Otherwise we claim too much for the advantages of the graded system.

The above suggestions, in connection with special details of plan and practical questions involved in program-making, have been discussed at the Conferences of Primary Teachers held at the Girls' High School. They do not exhaust the subject of the daily program, but they may serve to arouse some discussion of a commonplace but most important feature of our daily work.

Respectfully submitted,

SARAH L. ARNOLD,

BOSTON, March 25, 1898.

## DRAWING.

REPORT OF JAMES FREDERICK HOPKINS,  
DIRECTOR.

*To the Superintendent of Public Schools:*

SIR: At your request I offer the following report upon the conduct of drawing in the public schools of Boston. In presenting these statements it is my purpose to place on record those efforts which have made for progress during the past year, and to suggest such reasonable schemes for future extension as may be practical and necessary:

## PROGRESS IN REORGANIZATION.

Our efforts to reorganize the subject and to put elementary art instruction upon a satisfactory basis have progressed, through the coöperation of committees and the earnest efforts of the teaching force, to a certain point. We have reached the outlook where the road opens before us. We know the direction of our effort and what we are attempting educationally to gain. We have a course of study adequate, I believe, to the needs and opportunities of our city, and in harmony with its educational scheme. We have elaborated this course of study into a series of outlines of lessons. This offers, as well as any such document can, a suggestion to the teacher of what she may attempt, through her individuality and originality, to bring to the pupils. Conferences have been held, where, under by no means ideal circumstances, we have endeavored to throw some personality into the work. The teachers have done nobly, under sometimes most trying circumstances, to carry out the spirit of the new effort, and they have succeeded better than they

know. They have interested the children. The drawing time is a period of delight to the pupils. These are some of the returns from the class-room.

#### CONFERENCES.

Four series of conferences upon the conduct of drawing in the primary and grammar schools have been held during the present school year in the hall of the English High School. The first series, consisting of nine meetings, opened on September 10, at 4.30 o'clock; the second, with the same number of meetings, on October 18, at 4.45 o'clock; the third, also with nine meetings, on January 7, at 4.30 o'clock; and the last series, of three meetings, on March 14, at 4.45 o'clock.

It was the purpose of these conferences to offer to each primary or grammar school teacher the opportunity of meeting from time to time to obtain a broader insight into those details of the lessons applicable to her special grade, to see certain features of the work demonstrated, and to gather notes and sketches to aid in the extension of the class-room work during the weeks immediately following the meetings. Attendance upon these conferences has been wholly optional, yet upon referring to a record of attendance it is remarkable to see how the interest has been maintained and how the same teachers have appeared night after night. There are many teachers who attended nearly every meeting of primary or grammar grades.

The calling of all teachers to one central hall was necessary on account of lack of assistants to conduct the work in the different divisions of the city, and because in the first year of the new course of study it was the grade lessons which were for discussion, and not so much the broader and more general subjects of the course. With the granting of additional assistance the conferences of another year will, I trust, be brought into the different divisions and more closely

in touch with the teachers. I gratefully acknowledge the most cordial coöperation of the teaching staff in all these efforts.

#### ILLUSTRATED LECTURES TO TEACHERS.

In the report of last year was noted the establishing of the first series of illustrated lectures to teachers on subjects pertaining to regular school-room instruction. This course anticipated a practical application for the notes and comments furnished, in the elementary historic art study undertaken this year by the classes in the four upper grammar grades. A second course of lectures was offered this winter, commencing in late January, continuing through February, and extending into March. The general purpose of this second course was to foster an interest in the study of pictures, rapidly becoming a most valuable feature of elementary art education throughout the country. Through the cordial coöperation of the interested committees we were able to offer a collection of lantern pictures unsurpassed in beauty and technical excellence. The lectures were eight in number, and it was our endeavor to illustrate the life and times of the different nations during the Renaissance as mirrored in their pictorial art.

The subjects were as follows:

- The Renaissance. Some Early Italian Painters.
- Leonardo da Vinci, Michelangelo, and Raphael.
- Venetian Art and Its Influence in Spain.
- Painting in Germany and the Low Countries.
- Artistic Rise of the Dutch Republic.
- Famous Masters of France.
- English and American Painters.
- Pictures in the Public Schools.

The lectures were announced for Thursday afternoon, and it was necessary to repeat them at the same hour on Friday in order to accommodate the number of teachers who desired

to attend. The syllabus of this course was as attractive as that of last year. Through the coöperation of the teachers it was fully illustrated, and we were able to issue as supplements the series of forty-five examples suggested for the "Picture Days" of the course of study.

The "Boston Herald" again brought to this movement its most hearty support, reproducing four examples from each lecture under a special heading, and reporting important portions of the text. I gratefully acknowledge this continued coöperation.

I would express my appreciation of the courtesy extended by the Boston Public Library and the Museum of Fine Arts. The Library furnished lists of books for supplementary reading, placed on view each week an extensive collection of photographs illustrating the lectures, and frequently sent supplementary collections to the branch stations and the schools. The Museum of Fine Arts renewed the free teacher's ticket issued last year, thus making the institution absolutely free to every Boston teacher, and allowing the privilege of admission, under the same conditions, of four pupils when accompanied by the teacher holding the ticket.

#### LOCAL RESPONSIBILITY FOR THE CONDUCT OF DRAWING.

I believe the time has come to officially recognize, what is already partially carried out in many districts, the placing of the subject of drawing in the hands of one, or if necessary more teachers. The placing of drawing upon this basis would at once introduce a local responsibility and would offer a close, helpful touch upon the outlying primary schools. There is much which should be said upon this question from the standpoint of the teaching staff. The teacher must be aided and encouraged in every way that can make her daily efforts easier, happier, and more effective. Too often it is inferred that the obligation of the city ceases when it offers to a teacher the opportunity to make

her impress upon the future citizen. There are two parties to every contract, and the responsibilities of both must be constantly kept in mind. The teacher brings to her effort training, skill, and loyalty: the city should, for selfish reasons if for no other, offer every support, assistance, and aid to broader growth. Although we are speaking of drawing, we must not forget that the grade teacher under the present arrangement is expected to be equally proficient in every subject in the school program. She is desirous of keeping abreast of the times and doing the best work in her power, yet she knows that to do this means a broadening and an advancing on every side. Every teacher succeeds best in her favorite subject, and all subjects cannot be favorites.

This is one argument for the departmental teacher. Her subjects are interesting to her, she specializes sufficiently to keep abreast of new thought, yet she has time and strength for the broadening influences of her avocations. I am not attempting to meet the arguments which may be advanced against departmental effort. Those are points which I believe time will answer, if it has not done so already. The issue before us is the reorganization of our subject in the public schools of Boston, and I believe the simplest way to do it is to put the subject in the hands of one or two teachers in each grammar school. This would mean the relieving of one teacher in a district from much other work, and the devoting of time, strength, and interest to this subject. This would seem to be economy and good educational practice.

Boston is a large city; many of our principals control school populations equal to those of small towns. The best of supervision cannot be far-reaching unless there is some one on the ground in each district to teach in as many classes as possible, to aid, assist, and encourage her fellow-workers in grammar and primary grades.

There are practical difficulties, but what some schools are doing others can do in time. To put our schools on such a footing will take time, may extend over a period of years, but the end is worth the effort; for the foundation would be a sure one, and capable of great results. Vacancies are constantly occurring; school populations increase; if principals could find properly trained, experienced teachers, no doubt in time many of the difficulties would be swept away. Judging from the supervisors' examinations of the last year, in which five well-trained and experienced students of the Massachusetts Normal Art School successfully passed all requirements for grammar teachers, there should be little difficulty in keeping a supply of such teachers available for assignment to drawing up to the demand.

#### TEACHERS' CLASSES.

I have commented elsewhere upon the need of local responsibility for the conduct of the subject, and assistance to the teachers in grammar grades; and there are other needs as well. The teachers of Boston are an unusually well-trained body of self-sacrificing, earnest workers, broad minded, ready to welcome new ideas and act upon them. They bring to their effort all their strength, training, and skill, and as remarked elsewhere they must be met half-way and most materially encouraged, to bring about successful results.

In meeting the teacher half-way the city should see that every opportunity for instruction is offered freely to the workers. Saturday classes, or better still classes at such hours that certain teachers could easily attend, should be offered. Over nine hundred of our teachers enrolled their names for class instruction this winter, instruction which the director single-handed could not give. One division organized into a great class for instruction, and petitioned for assistance which for the same reason could not be granted.

Many teachers have spent from their salaries freely in order to gain further insight into the work.

This side of the question should be met, at least partially, by the city. With an adequate corps of assistants, and reasonable appropriations for extra help and materials, it should be possible for the city to offer these opportunities to its teachers who desire to avail themselves of them. We offer evening schools, that our artisanship may be of a higher order. Should we not offer teachers classes, that a broader outlook may be freely offered? Such classes would not of necessity be maintained permanently, and attendance should be purely optional. Two or three years should suffice for such an effort. Our teachers are asking for it; our buildings could easily be used: we could organize such an effort in short order if power to enlist assistance and the necessary financial support were granted.

#### ORGANIZATION OF A TRAINING CORPS.

The Massachusetts Normal Art School has the privilege of sending certain of its students into Boston schools for observation and practice. The recent report of the State Board of Education comments upon this relationship as highly satisfactory to all parties concerned. We have reached a point in our reorganization of this subject where I feel we should utilize to the utmost the knowledge and ability of these students who come to us for training, practice, and experience. I would suggest the organization of a training corps into which properly qualified graduates of recognized art schools offering normal instruction might be enrolled. This would offer a post-graduate course of practical experience open to a limited number of applicants for one year's service. Some small remuneration, not larger than regular trainers' salaries, should be made by the city. The results to be secured from such a staff would more than repay the effort made to maintain it.

## SUPPLIES AND MATERIALS.

Through the generous coöperation of the Committee on Supplies a beginning has been made to bring the equipment of models and materials up to an adequate basis. The question of proper materials is an all-important one, for no teacher, however earnest, can make bricks without straw. This is a matter which cannot perhaps be adjusted at once, but patience and a steadfast purpose to get the best will in time put things upon a satisfactory footing.

The question ought not to rest, however, with the matter of supplies alone. The teacher needs and deserves to have all published material which can in any way affect her work for good. We may as well look this question squarely in the face. The day is past when any child in Boston schools shall be obliged to undergo a scheme of instruction which consists of opening a drawing book and blindly copying what is found printed upon one page upon the opposite sheet. That is not what we are here for. We are trying to lead the little people to see, to know, to observe, and to do—to study the world of life in which they live, and to express their observations with all their originality. That is the reason we have worked away from the copybook as such, as we have worked away from many other things which are now anachronisms.

We must remember that the educational pendulum is never still, however; it is either out on one side or swinging toward the other. So from the older methods to the cry for blank paper and nothing else was but a natural move. It has been urged that such a procedure has possessed many advantages, that teachers have been compelled to acquire individual knowledge of the subject in order to teach it acceptably, and with the result of far better teaching than ever before. It has been repeated again and again that the throwing of the educational staff upon their own resources gives character and individuality to the work. Those are

admirable points, in theory at least; but what is the practical result from the teacher's standpoint, for it is from her point of view, and not ours, that this condition must be studied? The teacher should be assisted in every way to see the import of every new movement. To throw her wholly upon her own resources is unjust, and likely to prove either the last straw to an already heavy burden, or to produce a condition of things throughout the city very much at variance from any uniform, logical effort. The teacher should have furnished her everything which can aid her work. She wishes ideals for her own work, ideals to bring to the children. She wants material for her work, and material to bring to the children.

Take the question of historic ornament, for example. Our course of study may suggest the finding of certain examples which will demonstrate certain principles. Where is the teacher to find them? She has heard that the Library has something, so in the loyalty of her heart she spends hours at that institution, seeking what is to her appropriate; tracing, drawing, coloring: striving to obtain something for her children, when she should be resting and gaining renewed strength for her next week's work. Our original suggestion for the use of this material was advanced, because it was felt the development of an appreciation of beauty was desirable in some example or style. Yet, no matter how carefully that teacher labored, her copy could not be as satisfactory as the original, and the first errors crept into the work. In putting that example upon the board, for the children to study and draw, other errors presented themselves. Hers was the example from which the children were to imbibe their ideas of beauty, an example which had cost so much of the teacher's strength, and yet fell so far short of its greatest power. This is an example of the practical application of the theory of blank paper and nothing else. Yet material might have been turned off by the printing press, in unlimited quantities, true to the beauty of the original, and

within the comprehension of the children. Why should the teacher be compelled to thus sacrifice herself, and why should such material be withheld from our boys and girls? I marvel that the teachers have been so patient under such conditions.

Again, the course of study may suggest "simple effects of light and shade," "accent," etc. This may mean much to the expert: what does it mean to the pupil, or to the teacher struggling to do her best? Is it an educational sin to show those boys and girls a reproduction of a sketch by a master hand, in order that they may rise beyond their present ability and accomplish for themselves? Yet the non-furnishing of such help is apparently a part of the policy of blank paper and nothing else. We do not expect the teacher to thus expend her effort in any other direction. Has drawing such a different psychological foundation that the principles of sound educational methods cannot apply? We expect to furnish the teacher with her literature gems, we do not send her hunting the library through for them; we give her geographies which are illustrations from cover to cover, and so on to the end of the list. Why should she be compelled to handle her drawing from an entirely different standpoint?

There are three statements which should be carefully kept in mind when considering a remedy for our present condition:

(1) Each great city must outline its *own* course of study, seeking everywhere with unbiased mind that which is best, and arranging it to meet the particular needs and interests of the city.

(2) The course of study should be amplified into a series of suggestions with illustrations for the conduct of the lessons in the subject. These suggestions should offer every opportunity for freedom and originality in the interpretation of these lessons.

(3) Nothing should be withheld from the teaching staff or the pupils of a great city, which in the interest of progress

and economy (and economy is certainly the saving of time and strength) can further the broad advancement of the public schools.

We have with us in our schools to-day the boys and girls who will soon shape the destinies of the future Boston. For the protection of the taste of our future citizens we should not withhold our hand from that which we believe is best for our youthful students.

#### NORMAL SCHOOL AND EVENING DRAWING SCHOOLS.

The work in the Normal School has, like the general effort in the other schools, been upon a new course of study, prepared during last summer and introduced in September. The year has not yet been completed, and therefore a report concerning this effort has been omitted. I desire to acknowledge the constant help, the wise counsel and earnest support, which Mr. Hitchings, master of the Evening Drawing Schools, has given me, and which have added most materially to the movements for advancement during the year.

In closing this report I desire to especially acknowledge the aid, counsel, and encouragement which you have held out so constantly to me.

Respectfully submitted,

JAMES FREDERICK HOPKINS,

*Director of Drawing.*

BOSTON, March 24, 1898.

REPORT OF LAURA FISHER, DIRECTOR OF KINDERGARTENS.

---

*To the Superintendent of Public Schools:*

SIR: In compliance with your request I herewith present my report:

There are at present sixty-seven kindergartens connected with the public school system of Boston. The number of children belonging to them is about thirty-eight hundred. The number of teachers employed, including special assistants, is one hundred and forty. Sixty are graduates of the Boston Normal School; eighty received their training elsewhere, mainly in privately conducted training schools in or near Boston. Of these latter teachers about one-third of the number were received into the employment of the city when the kindergartens were adopted by the School Board.

The kindergarten is designed, as you well know, for children between the ages of four and six years. In Boston, however, children are admitted into the kindergartens at three and one-half years, and into the primary school at five years of age. The work of the kindergarten covers a period of two years; but there are very few children who attend our kindergartens that length of time, and who may therefore be said to represent the training received in and offered by the kindergarten. Until this year no record of individual attendance in a kindergarten has been kept by the teachers who have promoted children and received them into a primary school. It has been impossible to ascertain what proportion of the children attending our primary schools have had thorough kindergarten training. It is my hope that in another year we may be able to tell definitely, by means of records now being kept, how many of these chil-

dren have completed the kindergarten course, and may recognize generally the advantages reaped from this training.

At present I find on quite careful personal investigation that the sentiment of most of our primary teachers is in favor of the children who come to them from the kindergartens. There are a number of schools in which all the teachers of the first grade count it a special privilege to receive these children, and where the masters have adopted the rule of sending them to the different teachers on successive years because all the teachers prefer to have them, and because to send them always into the same rooms would be accounted as showing favoritism to the teachers in charge. This is noticeably the case in the schools where the kindergartners and primary teachers are familiar with each other's work, and recognize on the one hand what the children have done, and on the other hand where they are going.

The primary teachers to whom I refer above claim for the children of the kindergarten (as against those who have not attended the kindergarten) greater general intelligence and responsiveness; more originality of thought and action; more inventiveness and exactness in constructive work. They assert that the children who come from the kindergarten delight in discovering ways of doing things and do not sit idly, with folded hands, gazing vacantly into space, waiting to be told how to do. They find that these children know what and how to observe, and possess the ability to frame in simple language the results of their observations; that they are familiar with the facts of natural and human life which legitimately fall within their experience, and are consequently more intelligent about the subject-matter of their reading, language work, and nature study than the children who come from the street and the home. Also, that they accomplish the prescribed number work better and with more ease. The general verdict is, that these children are more interested and more enthusiastic, freer, and possess

greater power of self-expression; understand directions given more readily and obey them more intelligently, and in general know what is meant when they are addressed, and have more ideas in their minds than the average untrained child. Above all, that there is an indefinable something in their general nature and mental attitude which the kindergarten children bring to the school that is worth more than any specific knowledge of external facts.

In questioning these teachers in regard to the matter of order and discipline, I find that all agree that the kindergarten children are more lively, and more inclined to talk to each other during the first weeks of school, and that this gives an appearance of restlessness. They justly ascribe this fact to the greater freedom, of necessity, permitted in the kindergarten; they assure me that, in the main, the children's talk is concerned with the subject of their work, that it is not idle chatter, that it is open and aboveboard and free from malice or subterfuge. They have furthermore told me that these children are not disobedient and defiant, and after a short time become so accustomed to the atmosphere of the school-room that there is no difficulty whatever in regard to discipline, for they adjust themselves naturally to changed conditions.

Two facts are of marked interest: one, that the primary teacher of to-day cares for self-expression and development, and emphasizes these more than purely mechanical results; the other, that she does not confound the precocity of the street child as shown in his shrewdness and cunning with real intelligence, and recognizes his so-called large vocabulary as rather a disadvantage; for she sees that while one child comes to her with mind and heart filled with pure thoughts and fine sympathies, and with a vocabulary corresponding to these, the other comes with a mind filled with ideas and knowledge which she must strenuously endeavor

to make him forget, and with a vocabulary the greater portion of which she must set to work to eliminate.

I have found in several cases that the children who come to school direct from the homes are often a year older than those who come from the kindergarten, but are doing the same work. If this fact prevails generally it will prove that the children who attend the kindergarten reach the grammar school earlier, and are a year in advance of those who do not.

Perhaps I can best sum up the objection sometimes brought against the kindergarten by telling of an experience I had some years ago. I was visiting a public school in a large city, and with the permission of the principal, who was a very earnest, intelligent, and successful educator, went into one of his primary rooms in order to ask the teacher about the kindergarten children. Her first statement was to the effect that their work was no better than that of the other children, especially the writing. I asked her what she thought of their reading. Her reply was that they did not learn to read any faster. When I put the question, "Are they more intelligent, do they understand better what they read?" she said, "Yes, they do, but they don't learn to read any faster." I then asked her about their manual work. Her chief objection was that they "always want to suggest a way of doing things instead of waiting until I tell them my way." She granted that some of the manual work was better than that of the non-kindergarten child. My next question was to the effect whether the kindergarten children *continued* to suggest ways of doing things. The answer to this was, "No, indeed; after I have had them for some time, they sit still and wait for me, like the rest." I then said, "How about talking—do they have much to say about things?" to which came the characteristic reply, "When they first come they have a great deal to say about everything, but after a while they stop that." The conclusion which every one

must draw from such criticism is, that every word of condemnation was really praise of the methods and facts condemned. To expect much from any child five years old is to expect the impossible, and shows great ignorance of human power; to claim great results from any system which is applied to the education of a child for but one year is folly. If the objection raised to the kindergarten is, that the children who have been in it do not achieve wonders, and do not far surpass, all through their school course, those who have never been in it, then this objection shows great lack of insight on the part of those who make it.

The influence of one short year upon the impressionable nature of a little child is easily overcome, just because he is young and receptive. To retain the influence of the kindergarten it must be reinforced and continued in the home and the school. If the child enters the school more intelligent, more active, more original and responsive; if he is more observant, richer in ideas, better able to express his thoughts; if he possesses and begins to live up to childish ideals, and to appreciate his relations to people and things; if he is more thoughtful about his reading, more ready to do his number lessons, more skilful in manual work, knows more about simple geometric forms, cares more for natural life and phenomena, is in general more communicative and more self-directing because of the training received in the kindergarten, then the kindergarten does the work for which it is designed, and is a powerful assistant to the school; and it becomes the duty of the primary school to make use of the aroused and active mind of the child, and to give it every opportunity for further growth.

I have asked some primary teachers whether the children could not do more than the prescribed work in the year's time and thus gain more rapid promotion, and the answer given was, "Yes, they could, but we could not promote them because there would not be room for them." As long as the chil-

dren are held back because of lack of room, we cannot measure their possible development. I ventured in one case to suggest that the work of the next grade might be partially accomplished in the lower room, but the objection to this was the lack of proper materials and books. Lack of right conditions must inevitably tell against any work, and it will tell most in the lowest grades where conditions are least favorable and most important.

The work of our kindergartens follows the generally accepted lines. We have perhaps led in the development and variety of our nature work; and we have made efforts to introduce such modifications of other materials as have been adopted in many places. The exercises have gradually assumed a more definite character and greater unity of thought and purpose. There is more continuity, as well as greater variety, in the work of the year. We have, in some directions, been seriously hampered by lack of materials, and we fail to achieve the development along these lines reached in other places. In many instances our teachers have had to buy materials and books which ought to be provided for the children's use. As the school age in Boston is five years, most of the children leave the kindergarten younger than they should, when the work is only partially done, and they will therefore always be deprived of some of its most important training. In New York, where the kindergarten finds many intelligent and ardent advocates in public and private schools as well as in charitable associations, the children remain until they are six years old; they are thus in a position to complete the course as suggested by Froebel, and to have the system tested thoroughly and judged fairly. We can never hope for this as long as we are unable to extend the kindergarten to its legitimate limits, and can never do the great work of solving this educational problem for ourselves and the country at large.

There is an important aspect of the work of our kinder-

gartens to which I would call attention; namely, the work done by the teachers among the families in their several districts. This work is twofold, and consists of visiting in the homes and conducting meetings for mothers in the kindergarten. We have recently adopted the rule of the New York Kindergarten Association, and our teachers are expected to hold these meetings once a month from October to May; they have for many years conducted them at less regular intervals. The purpose of all this work, Visiting and Mothers' Classes, is to make the kindergarten a centre from which influence shall flow which shall help to educate the community and not alone the children. Unless the work of the school is reinforced by the home it is useless to hope that its influence will be lasting; and the only way to ensure this reinforcement is to fill the home with a similar spirit and power.

Doubtless we have passed the day when the public school existed merely to educate the children; its ambition now is to educate parents and all the citizens in the community. The so-called "Correlation of Home and School" has emphasized this fact; and the lectures to parents here and in other cities, as well as the educational clubs for teachers and parents, have made it their chief end. Whether this is an outgrowth of the custom long established in connection with the kindergarten I cannot say; it has doubtless had its share of influence and helped to do a most important work. The value of this aspect of the kindergarten has never been fully appreciated, because it has been done largely (*e.g.*, the visiting in the families) outside the school buildings, and because its results have not been at once perceptible in the school-room. It does, however, achieve most important results: the teacher who becomes familiar with the children's home life knows better the inherited nature and power of her pupils and can measure and understand better the effects of their mental and physical environment. She can physically and mentally purify the home by means of kindly and intelligent

advice and help, and can and does encourage parents to struggle against the effects of heredity by giving them practical ideals which, with her assistance and sympathy, they endeavor to live up to. Nothing touches mothers, and fathers too, more than the welfare of their little children; for their sakes the mothers have tried to make the home cleaner, to mend their own and the children's clothes, to provide more nourishing food. For them they have struggled with their tempers, and with their habits and language; and steadily the effect of the friendly visits is gaining ground, and gradually transforming the homes as well as the lives of the little children. You have but to notice the difference in the appearance of the children and mothers in any of our poorer districts where a good kindergarten has been for some time established. It works, as Mr. Jacob Riis has truly said, a real miracle; for it transforms these homes, and introduces an uplifting influence where before all tended to drag life down.

Unless the teacher gets into the children's homes she cannot directly help to effect any of these results; by becoming the mother's friend she learns to know the family life and circumstances, and helps to solve many moral and practical problems. The fact that the children are her charges, in whom she takes a vital interest, makes her visits natural and welcome; and she comes not from the outside as an intruder, but from within as a friend. To achieve this she must make frequent visits and real ones, and she must go not to find fault and criticise, but to bring intelligent sympathy and friendly assistance.

The Mothers' Classes held in the kindergartens are of an educational character. The teachers have on these occasions spoken on special subjects and discussed them with the mothers; they have in some instances secured the services of physicians to indicate important facts relating to the physical care of children. Most of the meetings have been

devoted to explaining the nature and training given in the kindergarten; these have resulted in a greater interest in this work, greater use of its materials in the home, and more thoughtful care of the children generally. They have also brought new interests and meaning into the lives of the mothers who have attended them: the fact that matters concerning the education of their children have been laid before them intelligently and respectfully, that they have been asked to discuss them and confer together about them, has made many a mother more thoughtful, and relieved the drudgery of many an otherwise monotonous life. Many special problems are brought to the teachers in these meetings, and the opportunity to learn from the experiences of others has been of great value to the mothers. Through the reciprocal influence of visiting in the homes and holding meetings in the school, the kindergarten becomes a centre of social influence and of education in the community.

Before closing this report I wish to mention again the meetings held with the teachers. These continue, as in previous years, for purposes of practical and theoretical improvement. It has been our great privilege to hold two courses of lectures under the distinguished leadership of Miss Susan E. Blow, who is well known as the greatest authority on kindergarten education. One of these was a course on "Dante's Divine Comedy," which many of our teachers have been studying carefully for several years; the other was a course of lectures on general educational subjects, addressed to teachers as well as kindergartners, and proved of great value and suggestion to all who heard them. The purpose of all these meetings and lectures is the self-culture of the teachers, which is indispensable to growth in the power to educate young children.

Respectfully submitted,

LAURA FISHER.

BOSTON, April 11, 1898.

SEMI-ANNUAL STATISTICS

OF THE

BOSTON PUBLIC SCHOOLS,

JUNE, 1898.

SCHOOL CENSUS.—*May, 1898.*

Number of children in Boston between the ages of 5 and 15.....	83,097
Number reported as attending public schools .....	63,493
"    "    "    "    private schools.....	12,681

Whole number of different pupils registered in the public schools during the year: Boys, 43,672; Girls, 41,648. Total, 85,320.

EXPENDITURES.—*1898.*

Salaries of instructors .....	\$1,817,218 00
"    officers .....	69,385 00
"    janitors.....	139,220 29
Fuel, gas, and water.....	96,016 29
Supplies and incidentals:	
Books .....	\$50,509 73
Printing .....	7,350 37
Stationery and drawing materials.....	21,883 63
Miscellaneous items.....	51,017 89
	_____
	130,761 62
School-house repairs, etc. .....	229,941 27
	_____
Expended from the appropriation.....	\$2,482,542 47
"    "    income of Gibson and other funds. .....	1,904 30
	_____
Total expenditure .....	\$2,484,446 77
School-houses and lots (special) .....	605,887 46
	_____
Total expenditures.....	\$3,090,334 23

INCOME.

Tuition of non-resident pupils.....	\$19,214 36
Trust funds, and other sources.....	20,868 59
Sale of books.....	300 02
State of Massachusetts, travelling expenses.....	1,904 19
	_____
Total income .....	42,287 16
	_____
Net expenditures for public schools.....	\$3,047,447 07

## SUMMARY.

June 30, 1898.

GENERAL SCHOOLS.	No. of Schools.		No. of Regular Teachers.		Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
	Men.	Women.	Total.	Average No. Pupils Belonging.					
Normal . . . . .	1	2	9	11	265	257	8	96.9	262
Latin and High . . . . .	11	70	105	175	4,599	4,311	288	93.7	4,414
Grammar . . . . .	57	121	687	808	36,547	33,674	2,873	92.1	35,461
Primary . . . . .	556	...	556	556	20,379	25,873	3,506	88.0	29,173
Kindergartens . . . . .	69	...	136	136	3,988	2,914	1,074	73.0	3,946
Totals . . . . .	694	193	1,493	1,686	74,778	67,029	7,749	89.6	73,256

SPECIAL SCHOOLS.	No. of Schools.		No. of Regular Teachers.		Average No. Pupils Belonging.	Average Attendance.	Average Absence.	Per cent. of Attendance.	No. at Date.
	Men.	Women.	Total.	Average No. Pupils Belonging.					
Horace Mann . . . . .	1	13	113	97	16	85.8	114		
Spectacle Island . . . . .	1	1	21	17	4	80.4	21		
Evening High: Central . . . . .	1	*25	1,775	1,335	440	75.2			
Charlestown Branch . . . . .	7	212	157	55	74.0				
East Boston Branch . . . . .	6	152	113	39	74.3				
South Boston Branch . . . . .	6	187	122	65	65.2				
Evening Elementary . . . . .	12	139	3,148	1,928	1,220	61.2			
Evening Drawing . . . . .	5	26	481	347	134	72.1			
Totals . . . . .	20	223	6,089	4,116	1,973	67.6			

\* Each teacher was in charge of two classes, one of which met on Monday, Wednesday, and Friday evenings, the other on Tuesday and Thursday evenings.

## SPECIAL TEACHERS.

*Not included in the two preceding tables.*

	Men.	Women.	Total.
Chemistry : Girls' High School: Teacher . . . . .		1	1
Girls' High School: Laboratory Assistant . . . . .		1	1
Cookery : Principal and Instructors . . . . .		17	17
Drawing: Director and Assistant . . . . .	3	2	5
German: Girls' Latin and Girls' High Schools: Teacher . . . . .	1		1
Kindergartening: Director . . . . .		1	1
Normal School: Teacher of theory and practice . . . . .		1	1
Military Drill: Instructor . . . . .	1		1
Modern Languages: Assistant Instructors . . . . .	2		2
Music: Instructors and Assistant Instructors . . . . .	4	4	8
Physical Training: Assistant Director . . . . .	1		1
Brighton High School: Instructor . . . . .		1	1
East Boston High School: Instructor . . . . .		1	1
Girls' Latin and Girls' High Schools: Instructor . . . . .		1	1
Roxbury High School: Instructor . . . . .		1	1
Physical Training and Reading: Girls' Latin and Girls' High Schools: Instructor . . . . .		1	1
Sewing: Instructors . . . . .		39	39
Woodworking: Principal and Instructors . . . . .	8	17	25
<b>Totals . . . . .</b>	<b>20</b>	<b>88</b>	<b>108</b>

## NORMAL AND HIGH SCHOOLS.

*Semi-annual Returns to June 30, 1898.*

SCHOOLS.	Average Whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Head-Masters.	Masters.	Junior-Masters.	Asst. Principals.	Assistants.	Instructors.	Assistant Instructors.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.									
Normal . . . . .	265	265	530	257	257	514	8	97	1	1		9		•	
Public Latin . . . . .	582	582	1,164	562	562	1,124	20	97	1	9	12			•	
Girls' Latin . . . . .	327	327	654	306	306	612	21	93	1	1		11		•	
Brighton High . . . . .	77	157	234	74	145	219	15	94	1	1		7		•	
Charlestown High . . . . .	76	193	269	71	176	247	22	92	1	1		9		•	
Dorchester High . . . . .	93	182	275	87	168	255	20	92	1	1		9		•	
East Boston High . . . . .	70	131	201	66	122	188	13	94	1	1		6		•	
English High . . . . .	803	803	1,606	756	756	1,512	47	93	1	14	11			•	
Girls' High . . . . .	832	832	1,664	771	771	1,542	61	93	1	1		22		•	
Mechanic Arts High . . . . .	304	304	608	290	290	580	14	95	1	4		5	2		
Roxbury High . . . . .	128	406	534	121	377	498	36	93	1	4	13			•	
West Roxbury High . . . . .	51	187	238	47	172	219	19	92	1	1		7		•	
<b>Totals . . . . .</b>	<b>2,184</b>	<b>2,680</b>	<b>4,864</b>	<b>2,074</b>	<b>2,494</b>	<b>4,568</b>	<b>296</b>	<b>94</b>	<b>11</b>	<b>27</b>	<b>35</b>	<b>2</b>	<b>93</b>	<b>5</b>	<b>2</b>

## EVENING SCHOOLS.

October, 1897—March, 1898.

## HIGH AND ELEMENTARY.

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils exec. Principal per Evening.
				Men.	Women.	Total.		
High . . . . .	111	2,498	1,775	712	623	1,335	25	26*
High, Ch'n Branch . . .	67	395	212	88	69	157	7	25
High, E. B. Branch . . .	68	254	152	69	44	113	6	24
High, S. B. Branch . . .	37	388	187	72	50	122	6	25
Bigelow, S. B. . . . .	117	590	288	112	73	185	13	15
Comins, Rox. . . . .	105	618	302	124	45	169	12	15
Dearborn, Rox. . . . .	103	258	105	43	28	71	7	13
Eliot . . . . .	113	1,391	594	245	89	334	21	17
Franklin . . . . .	117	747	498	161	167	328	22	15
Lincoln, S. B. . . . .	103	240	126	50	32	82	7	14
Lyman, E. B. . . . .	107	316	124	57	31	88	7	14
Mather, Dor. . . . .	108	212	83	41	15	56	5	13
Quiney . . . . .	117	525	177	106	31	137	10	15
Warren, Ch'n . . . . .	106	249	136	78	38	116	9	15
Washington Allston, Bri.	105	273	112	63	21	84	7	14
Wells . . . . .	118	1,466	593	169	109	278	19	15
Totals . . . . .	1,602	10,420	5,474	2,190	1,465	3,655	183	17

## DRAWING.

SCHOOLS.	Number of Sessions.	Whole No. Registered.	Average No. Belonging.	AVERAGE ATTENDANCE.			Av. No. Teachers, including Principal.	Av. No. Pupils exec. Principal per Teacher.
				Men.	Women.	Total.		
Charlestown . . . . .	66	235	125	62	16	78	7	11
East Boston . . . . .	66	135	66	51	4	55	4	18
Columbus Avenue . . . .	66	147	110	82	82	164	6	16
Roxbury . . . . .	66	151	68	49	6	55	4	18
Warren Avenue . . . . .	66	181	112	47	30	77	5	19
Totals . . . . .	330	849	481	291	56	347	26	16

Each teacher was in charge of two classes, one of which met on Monday, Wednesday, Friday evenings, the other on Tuesday and Thursday evenings.

## NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATION AND AGES, JUNE 30, 1898.

SCHOOLS.	First-year class.	Second-year class.	Third-year class.	Fourth-year class.	Fifth-year class.	Sixth-year class.	Out-of-course class.	Whole number at date.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years.	20 years.	21 years.
Normal . . . . .	129	101	32	...	...	...	...	262	...	...	...	...	...	...	2	17	63	75	105
Latin . . . . .	66	61	131	102	46	49	110	565	5	21	58	93	113	109	90	51	19	5	1
Girls' Latin . . . . .	30	36	55	65	36	36	86	344	...	9	27	54	66	73	62	35	9	9	1
Brighton High . . . . .	101	60	42	17	...	...	...	220	...	...	1	14	37	67	52	28	16	3	2
Charlestown High . . . . .	110	71	53	19	...	...	...	253	...	...	4	22	48	58	65	35	13	5	3
Dorchester High . . . . .	118	60	54	23	...	...	...	255	...	...	1	17	43	87	60	30	12	4	1
East Boston High . . . . .	91	49	41	9	...	...	...	190	...	...	4	16	39	52	39	24	14	2	...
English High . . . . .	369	208	166	42	...	...	...	785	...	...	8	70	171	235	170	94	24	12	1
Girls' High . . . . .	356	198	154	79	...	...	...	787	...	...	3	33	136	202	183	129	76	19	6
Mechanic Arts High . . . . .	150	97	27	2	...	...	...	276	...	...	1	5	33	73	81	50	27	5	1
Roxbury High . . . . .	218	127	113	48	...	...	...	508	...	...	3	16	72	143	124	91	36	16	7
West Roxbury High . . . . .	106	65	42	18	...	...	...	231	...	...	2	19	45	65	49	36	12	3	...
Totals . . . . .	1,844	1,133	912	424	82	85	196	4,676	5	30	112	359	802	1,164	977	620	321	158	128

## NORMAL AND HIGH SCHOOLS.

*Number of Pupils to a Teacher, excluding Principals, June 30, 1898.*

SCHOOLS.	No. of Reg. Teachers.	Average No. of Pupils.	Average No. of Pupils to a Regular Teacher.
Normal .....	10	265	26.5
Latin .....	21	582	24.8
Girls' Latin .....	11	327	29.7
Brighton High .....	8	234	29.2
Charlestown High .....	10	269	26.9
Dorchester High .....	10	275	27.5
East Boston High .....	7	201	28.7
English High .....	25	803	32.1
Girls' High .....	24	832	34.6
Mechanic Arts High .....	11	304	27.6
Roxbury High .....	18	534	29.6
West Roxbury High .....	8	238	29.7
Totals .....	163	4,864	29.8

*Graduates, June, 1898.*

SCHOOLS.	Regular Course.		Four Years' Course.		Totals.
	Men.	Women.	Men.	Women.	
Normal .....	101	.....	.....	.....	101
Latin .....	49	.....	.....	.....	49
Girls' Latin .....	34	.....	.....	.....	34
Brighton High .....	11	25	2	14	52
Charlestown High .....	14	36	3	16	69
Dorchester High .....	21	30	6	15	72
East Boston High .....	12	24	1	7	44
English High .....	148	.....	31	.....	179
Girls' High .....	148	.....	7	.....	225
Mechanic Arts High .....	26	.....	2	.....	28
Roxbury High .....	41	72	7	38	158
West Roxbury High .....	8	36	2	13	59
Totals. .....	330	506	54	180	1,070

## GRAMMAR SCHOOLS.

*Semi-annual Returns to June 30, 1898.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	Assistants.					
	Boys.	Girls.	Total.	Boys.	Girls.	Total.										
Adams . . . . .	224	205	429	204	185	389	40	90	1	1	7					
Agassiz . . . . .	642*	13	655	594	12	606	49	93	1	2	111					
Bennett . . . . .	274	267	541	263	253	516	25	95	1	2	1					
Bigelow . . . . .	811	...	811	758	...	758	53	93	1	2	213					
Bowditch . . . . .	578	578	578	535	535	535	43	93	1	2	9					
Bowdoin . . . . .	463	463	463	414	414	414	49	89	1	2	8					
Brimmer . . . . .	540	...	540	482	...	482	58	89	1	2	1					
Bunker Hill . . . . .	276	241	517	254	221	475	42	92	1	1	2					
Chapman . . . . .	323	303	626	304	281	585	41	93	1	1	10					
Charles Sumner . . . . .	305	250	555	285	226	511	44	92	1	1	9					
Christopher Gibson . . . . .	312	368	680	295	339	634	46	92	1	1	10					
Comins . . . . .	318	335	653	294	307	601	52	92	1	1	210					
Dearborn . . . . .	414	362	776	378	330	708	68	91	1	1	212					
Dillaway . . . . .	721	721	721	653	653	653	68	91	1	2	12					
Dudley . . . . .	707	...	707	663	...	663	44	94	1	2	111					
Dwight . . . . .	656	...	656	607	...	607	49	93	1	2	110					
Edward Everett . . . . .	240	255	495	222	233	455	40	92	1	1	8					
Elliot . . . . .	1,175	...	1,175	1,073	...	1,073	102	91	1	3	122					
Emerson . . . . .	451	470	921	414	431	845	76	92	1	1	14					
Everett . . . . .	701	701	701	633	633	633	68	90	1	2	11					
Franklin . . . . .	655	655	655	594	594	594	61	91	1	2	12					
Frothingham . . . . .	313	295	608	284	269	553	55	91	1	1	9					
Gaston . . . . .	825	825	825	754	754	754	71	91	1	2	14					
George Putnam . . . . .	213	229	442	199	210	409	33	93	1	1	7					
Gillbert Stuart . . . . .	207	220	427	196	205	401	26	94	1	1	6					
Hancock . . . . .	881	881	881	805	805	805	76	91	1	2	19					
Harvard . . . . .	301	324	625	276	294	570	55	91	1	1	210					
Henry L. Pierce . . . . .	335	409	744	314	369	683	61	92	1	2	111					

GRAMMAR SCHOOLS.—*Concluded.*

SCHOOLS.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Masters.	Sub-Masters.	1st Assistants.	Assistants.						
	Boys. Girls. Total.			Boys. Girls. Total.														
	Boys.	Girls.	Total.	Boys.	Girls.	Total.												
Hugh O'Brien . . . . .	533	416	949	500	384	884	65	93	1	1	2	13						
Hyde . . . . .	542	542	1,084	502	502	1,004	40	93	1	1	2	10						
John A. Andrew . . . . .	461	319	780	425	287	712	68	91	1	1	2	12						
Lawrence . . . . .	703	111	814	670	111	781	33	95	1	2	1	13						
Lewis . . . . .	417	481	898	395	446	841	57	94	1	2	2	13						
Lincoln . . . . .	574	111	685	531	111	642	43	92	1	2	1	9						
Longfellow . . . . .	216	192	408	205	176	381	27	93	1	1	2	7						
Lowell . . . . .	606	543	1,149	565	497	1,062	87	92	1	1	2	23						
Lyman . . . . .	378	264	642	347	240	587	55	91	1	1	2	11						
Martin . . . . .	230	199	429	219	187	406	23	95	1	1	1	7						
Mary Hemenway . . . . .	263	221	484	245	204	449	35	93	1	1	1	7						
Mather . . . . .	462	457	919	434	412	846	73	92	1	2	2	14						
Minot . . . . .	157	174	331	149	162	311	20	94	1	1	1	6						
Norcross . . . . .	602	602	1,204	556	556	1,112	46	92	1	1	2	11						
Phillips . . . . .	1,099	111	1,210	1,014	111	1,126	85	92	1	3	1	18						
Prescott . . . . .	249	223	472	229	204	433	39	92	1	1	1	8						
Prince . . . . .	226	340	566	210	315	525	41	93	1	1	1	10						
Quincy . . . . .	487	111	600	423	111	536	64	87	1	2	1	7						
Rice . . . . .	446	111	557	408	111	489	38	91	1	2	2	5						
Robert G. Shaw . . . . .	162	170	332	149	150	299	33	90	1	1	2	5						
Roger Clap . . . . .	213	216	429	205	199	404	25	94	1	1	1	6						
Sherwin . . . . .	528	111	639	492	111	503	36	93	1	2	1	8						
Shuttleff . . . . .	599	599	1,198	549	549	1,098	50	92	1	1	2	11						
Thomas N. Hart . . . . .	551	111	662	527	111	539	24	96	1	1	1	8						
Tileston . . . . .	174	162	336	160	148	308	28	92	1	1	1	6						
Warren . . . . .	316	301	617	299	283	582	35	94	1	1	2	10						
Washington Allston . . . . .	453	463	916	420	419	839	77	92	1	2	2	16						
Wells . . . . .	672	672	1,344	614	614	1,228	58	91	1	2	2	12						
Winthrop . . . . .	680	680	1,360	607	607	1,214	73	89	1	2	2	12						
<b>Totals . . . . .</b>	<b>18,941</b>	<b>17,606</b>	<b>36,547</b>	<b>17,580</b>	<b>16,094</b>	<b>33,674</b>	<b>2,873</b>	<b>92</b>	<b>57</b>	<b>60</b>	<b>93</b>	<b>598</b>						

## GRAMMAR SCHOOLS.

Number of Pupils in each Grade, whole Number, and Ages, June 30, 1898.

Harvard	46	85	83	129	188	274	839	7	24	49	124	154	162	165	87	45	17	3	
Harvard	63	88	93	150	169	26	597	...	8	47	79	99	105	90	76	46	34	9	
Henry L. Pierce	96	110	125	166	123	110	730	...	9	62	96	115	126	123	79	59	36	8	
Hugh O'Brien	113	113	151	154	155	220	36	942	...	7	39	109	147	152	161	168	103	40	
Hyde	50	103	192	80	111	120	37	603	...	4	44	60	104	93	88	74	74	33	
J. J. A. Andrew	52	97	96	120	138	172	86	761	...	15	70	107	141	144	137	78	50	16	
Lawrence	54	83	81	94	147	184	30	673	...	16	53	103	141	133	125	66	25	11	
Lewis	105	104	112	160	162	207	...	850	...	9	72	112	116	136	135	130	57	40	
Lincoln	48	52	88	99	155	119	...	561	2	11	52	84	81	105	88	86	37	15	
Longfellow	44	40	100	52	80	90	...	406	...	7	42	70	71	66	58	47	34	8	
Lowell	103	187	106	204	151	226	80	1,057	7	16	87	153	202	194	180	132	58	24	
Lyman	42	49	69	91	108	192	79	630	...	14	47	101	119	116	102	77	35	15	
Martin	41	53	48	108	45	128	...	426	1	2	22	56	77	68	81	64	36	17	
Mary Hemenway	49	50	80	98	115	105	...	497	...	8	24	60	89	86	89	79	39	18	
Mather	82	99	158	196	164	177	27	903	1	13	77	111	141	141	146	136	74	36	
Minot	37	49	65	66	76	...	330	...	4	22	44	47	60	60	60	37	41	14	
Norcross	49	48	96	96	193	141	...	623	3	24	49	94	128	115	93	70	33	11	
Phillips	49	97	98	154	217	258	177	1,050	...	5	64	164	197	198	186	131	73	21	
Prescott	55	50	54	82	103	103	29	476	...	4	27	72	86	85	85	53	38	7	
Prince	73	71	84	113	115	...	572	...	4	37	78	103	94	94	78	56	24	3	
Quincy	34	35	44	101	98	98	54	464	2	10	29	58	72	84	87	65	37	13	
Rice	40	43	69	70	92	85	16	415	...	...	22	55	80	66	76	64	43	11	
Robt. G. Shaw	40	49	54	55	65	62	...	325	...	7	27	56	44	60	57	41	19	8	
Roger Clap	53	52	53	86	79	106	...	429	...	5	27	62	62	82	76	61	33	21	
Sherwin	47	53	94	102	56	99	57	508	...	6	31	65	78	99	100	74	40	11	
Shorter	62	52	91	193	107	87	...	592	...	8	52	99	85	112	88	71	47	22	
Thomas N. Hart	49	51	89	113	100	141	...	543	...	11	62	77	75	103	80	75	37	15	
Tileston	25	34	62	61	72	81	...	335	12	28	55	51	61	48	42	21	15	2	
Warren	44	64	80	142	125	98	42	595	...	8	50	81	108	107	104	69	36	23	
Washington Alston	117	146	138	138	153	175	32	903	...	8	71	131	162	153	148	111	61	43	
Wells	49	53	66	139	99	161	75	645	...	4	48	90	134	133	112	76	29	13	
Wimthrop	57	56	106	101	108	152	38	647	...	16	42	110	105	131	116	65	39	15	
<b>Totals</b>	<b>3,261</b>	<b>4,059</b>	<b>5,320</b>	<b>6,408</b>	<b>6,835</b>	<b>7,490</b>	<b>2,058</b>	<b>45,461</b>	<b>41</b>	<b>476</b>	<b>2,652</b>	<b>4,962</b>	<b>6,052</b>	<b>6,342</b>	<b>6,026</b>	<b>4,656</b>	<b>2,715</b>	<b>1,137</b>	<b>335</b>

## DISTRIBUTION OF PUPILS IN RESPECT

GRADES.		Under 4 years.	4 years.	5 years.	6 years.	7 years.	8 years.	9 years.
Latin Schools.	All Grades . . . {	Boys . . .	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
	Girls . . .	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
	Totals . . . .	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
High Schools.	Advanced Class {	Boys . . .	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
	Girls . . .	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
	Third-year Class {	Boys . . .	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
	Girls . . .	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
	Second-year Class {	Boys . . .	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Grammar Schools.	First-year Class {	Boys . . .	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
	Girls . . .	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
	Totals . . . .	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
Primary Schools.	Ninth Grade . . . {	Boys . . .	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
	Girls . . .	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
	Eighth Grade . . . {	Boys . . .	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
	Girls . . .	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·
	Seventh Grade . . . {	Boys . . .	· · ·	· · ·	· · ·	· · ·	· · ·	6
	Girls . . .	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·	2
	Sixth Grade . . . {	Boys . . .	· · ·	· · ·	· · ·	· · ·	· · ·	30
	Girls . . .	· · ·	· · ·	· · ·	· · ·	· · ·	· · ·	13
Kinder- gartens.	Fifth Grade . . . {	Boys . . .	· · ·	· · ·	· · ·	· · ·	15	221
	Girls . . .	· · ·	· · ·	· · ·	· · ·	21	252	
	Fourth Grade . . . {	Boys . . .	· · ·	· · ·	· · ·	5	203	1,000
	Girls . . .	· · ·	· · ·	· · ·	10	171	937	
	Ungraded . . . . {	Boys . . .	· · ·	· · ·	· · ·	17	30	131
	Girls . . .	· · ·	· · ·	· · ·	9	35	60	
	Totals . . . . .	· · ·	· · ·	· · ·	· · ·	41	475	2,652
All Classes . . . {	Third Grade . . .	Boys . . .	· · ·	· · ·	8	241	1,156	1,381
	Girls . . .	· · ·	· · ·	2	225	1,119	1,278	
	Second Grade . . .	Boys . . .	· · ·	9	338	1,493	1,584	814
	Girls . . .	· · ·	· · ·	9	324	1,491	1,394	668
First Grade . . . {	Boys . . .	18	1,231	2,758	1,881	664	183	
	Girls . . .	11	1,047	2,476	1,727	644	161	
Totals . . . . .	· · ·	29	2,296	5,906	7,058	6,561	4,485	
	All Classes . . . {	Boys . . .	101	717	924	200	3	
Totals . . . . .	Girls . . .	114	704	945	220	18		
	Totals by Ages . . . . .	· · ·	215	1,421	1,869	420	21	
Totals by Ages . . . . .	· · ·	215	1,450	4,165	6,826	7,120	7,036	7,137

## TO AGE AND TO CLASSES, JUNE, 1898.

10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	17 years.	18 years.	19 years and over.	Totals.
5	21	58	93	113	109	90	51	25	565	
9	27	54	65	73	62	35	19	344		
5	30	85	147	178	182	152	86	44	909	
						2	11	26	30	69
						4	26	67	91	188
					9	61	95	94	46	305
					6	48	128	126	81	389
			1	12	54	136	139	61	24	427
				4	47	180	168	77	32	508
			11	97	221	254	121	22	4	730
			15	99	287	297	135	44	12	889
			27	212	624	982	823	517	320	3,505
		25	180	453	501	276	82	11		1,528
	1	13	159	456	569	353	142	40		1,733
2	36	215	536	645	382	143	36	5		2,000
1	30	198	593	671	462	173	45	6		2,089
30	240	632	802	630	210	58	13	3		2,624
30	235	681	905	552	217	67	7			2,696
220	738	997	823	382	123	24	4	1		3,339
235	761	953	679	296	104	23	5			3,069
766	1,043	751	433	192	43	7				3,471
836	1,031	664	395	129	32	3		1		3,364
1,268	846	449	188	65	6	1				4,031
1,155	656	344	128	42	14	2				3,459
257	259	253	183	95	33	8	1	1		1,268
162	176	167	112	48	19	2				790
4,962	6,052	6,342	6,026	4,656	2,715	1,137	335	68		35,461
688	252	66	14							3,806
661	205	63	20							3,573
307	73	20	5							4,643
242	61	17	5							4,211
52	14	9	3							6,813
43	12	3	3							6,127
1,993	176	178	50							29,173
617										
										1,945
										2,001
										3,946
6,955	6,674	6,550	6,188	5,015	3,517	2,301	1,310	671	364	72,994

## GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June, 1898.

SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.	SCHOOLS.	No. of Teachers.	Average No. of Pupils.	No. of Pupils to a Teacher.
Adams .....	9	429	48	J. A. Andrew,	15	780	52
Agassiz .....	14	655	47	Lawrence ...	16	703	44
Bennett .....	11	541	49	Lewis.....	17	898	53
Bigelow .....	17	811	48	Lincoln .....	12	574	48
Bowditch ...	11	578	53	Longfellow..	9	408	45
Bowdoin .....	10	463	46	Lowell .....	26	1,149	44
Brimmer .....	12	540	45	Lyman .....	14	642	46
Bunker Hill..	11	517	47	Martin .....	9	429	48
Chapman...	13	626	48	Mary Hemen- way .....	9	484	54
Chas. Sumner	12	555	47	Mather.....	18	919	51
Ch'st'r Gibson	14	680	49	Minot .....	7	331	47
Comins .....	13	653	50	Norcross ....	13	602	46
Dearborn ...	15	776	52	Phillips .....	22	1,099	50
Dillaway ....	14	721	51	Prescott... .	10	472	47
Dudley .....	14	707	50	Prince .....	12	566	47
Dwight. ....	13	656	51	Quiney .....	10	487	49
Edw. Everett,	11	495	45	Rice .....	9	446	50
Eliot .....	26	1,175	45	Robt. G. Shaw	7	332	47
Emerson ....	18	921	51	Roger Clap ..	8	429	54
Everett .....	13	701	54	Sherwin.....	11.	528	48
Franklin ....	14	655	47	Shurtleff ....	13	599	46
Frothingham	12	608	51	Thos. N. Hart	10	551	55
Gaston .....	16	825	52	Tileston... .	7	336	48
Geo. Putnam,	9	442	49	Warren .....	13	617	47
Gilbert Stuart	8	427	53	Wash. Allston	20	916	46
Hancock ....	21	881	42	Wells .....	14	672	48
Harvard.....	13	625	48	Winthrop ...	14	680	49
H. L. Pierce,	14	744	53				
Hugh O'Brien	16	949	59	Totals .....	751	36,547	49
Hyde .....	12	542	45				

## GRAMMAR SCHOOLS.

*Graduates, June, 1898.*

SCHOOLS.	Boys.	Girls.	Total.	SCHOOLS.	Boys.	Girls.	Total.
Adams.....	12	14	26	Hyde .....	44	44	
Agassiz.....	65	....	65	John A. Andrew .....	28	24	52
Bennett.....	24	19	43	Lawrence .....	54	....	54
Bigelow.....	54	....	54	Lewis .....	37	68	105
Bowditch.....	45	45	90	Lincoln .....	43	....	43
Bowdoin .....	49	49	98	Longfellow .....	21	21	42
Brimmer .....	34	....	34	Lowell .....	42	52	94
Bunker Hill.....	18	28	46	Lyman .....	21	19	40
Chapman .....	32	42	74	Martin .....	17	21	38
Charles Sumner.....	19	23	42	Mary Hemenway .....	29	18	47
Chris. Gibson .....	28	42	70	Mather .....	40	42	82
Comins .....	36	45	81	Minot .....	18	20	38
Dearborn .....	18	19	37	Norcross .....	49	49	
Dillaway.....	65	65	130	Phillips .....	46	....	46
Dudley .....	60	....	60	Prescott .....	24	30	54
Dwight .....	33	....	33	Prinee .....	21	50	71
Edward Everett.....	27	32	59	Quincey .....	34	....	34
Eliot .....	52	....	52	Rice .....	40	....	40
Emerson .....	46	50	96	Robert G. Shaw .....	14	23	37
Everett .....	74	74	148	Roger Clap .....	25	26	51
Franklin .....	33	33	66	Sherwin .....	46	....	46
Frothingham .....	26	29	55	Shurtleff .....	60	60	
Gaston.....	82	82	164	Thomas N. Hart .....	49	....	49
George Putnam.....	18	19	37	Tileston .....	10	14	24
Gilbert Stuart.....	17	25	42	Warren .....	14	30	44
Hancock .....	28	28	56	Washington Allston .....	44	69	113
Harvard .....	27	36	63	Wells .....	45	....	45
Henry L. Pierce .....	53	44	97	Winthrop .....	55	55	
Hugh O'Brien.....	57	55	112	Totals .....	1473	1,678	3,151

## PRIMARY SCHOOLS.

*Semi-annual Returns to June 30, 1898.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 Years.	Over 8 Years.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams . . . . .	6	159	140	299	142	122	264	35	88	235	63	298
Agassiz . . . . .	5	147	129	276	130	109	239	37	87	195	67	262
Bennett . . . . .	8	232	225	457	210	204	414	43	91	353	109	462
Bigelow . . . . .	11	261	231	492	231	204	435	57	88	356	132	488
Bowditch . . . . .	10	289	275	564	254	235	489	75	87	441	131	572
Bowdoin . . . . .	9	222	204	426	186	174	360	66	85	334	106	440
Brimmer . . . . .	7	191	156	347	168	134	302	45	87	267	77	344
Bunker Hill . . . .	10	227	167	394	207	145	352	42	89	290	113	403
Chapman . . . . .	9	244	242	486	216	211	427	59	88	359	85	444
Charles Sumner . .	9	255	210	465	230	184	414	51	89	391	82	473
Christopher Gibson, .	10	271	261	532	243	222	465	67	87	414	143	557
Comlins . . . . .	6	154	129	283	134	111	245	38	87	192	70	262
Dearborn . . . . .	16	518	424	942	454	358	812	130	86	625	295	920
Dillaway . . . . .	10	278	260	538	250	226	476	62	88	424	114	538
Dudley . . . . .	13	345	354	699	294	304	598	101	86	478	203	681
Dwight . . . . .	10	244	257	501	222	229	451	50	90	358	129	487
Edward Everett . .	7	187	187	374	167	159	326	48	87	293	92	385
Elliot . . . . .	11	397	229	626	359	204	563	63	90	437	161	598
Emerson . . . . .	14	424	365	789	379	317	696	93	88	561	226	787
Everett . . . . .	9	251	276	527	215	228	443	84	84	343	161	504
Franklin . . . . .	12	308	344	652	271	303	574	78	88	486	158	644
Frothingham . . . .	10	296	241	537	267	213	480	57	89	411	119	530
Gaston . . . . .	7	205	203	408	181	173	354	54	87	321	74	395
George Putnam . .	8	248	187	435	212	159	371	64	86	337	97	434
Gilbert Stuart . . .	5	137	141	278	124	124	248	30	89	228	60	288
Hancock . . . . .	24	599	619	1,218	550	560	1,110	108	91	879	321	1,200
Harvard . . . . .	12	298	304	602	257	261	518	84	86	440	152	592
Henry L. Pierce . .	8	237	219	456	213	192	405	51	89	363	103	466
Hugh O'Brien . . .	15	525	335	860	471	288	759	101	88	598	270	868

PRIMARY SCHOOLS.—*Concluded.*

DISTRICTS.	Teachers.	Average whole Number.			Average Attendance.			Average Absence.	Per cent. of Attendance.	Between 5 and 8 Years.	Over 8 Years.	Whole No. at Date.	
		Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Hyde . . . . .	8	215	203	418	189	177	366	52	88	292	106	398	
John A. Andrew, .	11	272	278	550	243	243	486	64	88	416	130	546	
Lawrence . . . .	15	488	144	632	440	129	569	63	90	448	174	622	
Lewis . . . . .	12	317	345	662	281	298	579	83	87	503	139	642	
Lincoln . . . . .	12	385	296	681	348	255	603	78	89	503	172	675	
Longfellow . . .	6	168	145	313	148	125	273	40	87	254	63	317	
Lowell . . . . .	16	443	423	866	392	364	756	110	87	610	225	835	
Lyman . . . . .	9	264	248	512	238	224	462	50	90	407	114	521	
Martin . . . . .	5	142	149	291	128	126	254	37	87	205	92	297	
Mary Hemenway .	7	193	202	395	173	175	348	47	88	272	109	381	
Mather . . . . .	16	461	418	879	405	356	761	118	87	710	176	886	
Minot . . . . .	4	133	121	254	121	101	222	32	87	190	61	251	
Norcross . . . . .	11	141	307	448	129	275	404	44	90	324	129	453	
Phillips . . . . .	5	156	141	297	142	124	266	31	90	220	73	293	
Prescott . . . . .	8	190	190	380	170	166	336	44	88	289	93	382	
Prince . . . . .	8	189	200	389	162	171	333	56	86	297	121	418	
Quiney . . . . .	10	297	241	538	263	210	473	65	88	396	130	526	
Rice . . . . .	7	154	116	270	140	104	244	26	90	173	85	258	
Robt. G. Shaw .	5	119	104	223	103	86	189	34	85	185	45	230	
Roger Clap . . .	9	238	246	484	215	213	428	56	88	393	111	504	
Sherwin . . . . .	10	264	265	529	240	235	475	54	90	387	141	528	
Shurtleff . . . . .	6	159	147	306	143	131	274	32	90	254	57	311	
Thomas N. Hart, .	9	336	193	529	306	174	480	49	91	412	113	525	
Tileston . . . . .	4	119	110	229	105	95	200	29	87	171	63	234	
Warren . . . . .	7	164	164	328	149	143	292	36	89	238	92	330	
Washington Allston . . .	13	361	381	742	323	335	658	84	89	581	164	745	
Wells . . . . .	27	738	752	1,490	646	654	1,304	186	88	1,087	390	1,477	
Winthrop . . . . .	5	175	106	281	160	88	248	33	88	224	42	266	
Totals . . . . .		556	15,430	13,949	29,379	13,739	12,134	25,873	3,506	88	21,850	7,323	29,173

## PRIMARY SCHOOLS.

*Number of Pupils in each Class, whole Number, and Ages,  
June 30, 1898.*

DISTRICTS.	Third Grade.	Second Grade.	First Grade.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
	50	89	159	298	23	77	71	64	42	19	1	1	..
Adams . . . .	50	89	159	298	23	77	71	64	42	19	1	1	..
Agassiz . . . .	70	93	99	262	16	50	66	63	39	16	11	1	..
Bennett . . . .	80	184	198	462	48	86	110	109	57	25	17	8	2
Bigelow . . . .	140	156	192	488	36	98	110	112	89	28	10	4	1
Bowditch . . . .	154	141	277	572	46	114	143	138	79	35	15	1	1
Bowdoin . . . .	83	148	209	440	19	87	126	102	69	30	5	2	..
Brimmer . . . .	96	98	150	344	51	73	64	79	56	17	4	..	..
Bunker Hill . .	105	113	185	463	37	78	92	83	67	30	14	1	1
Chapman . . . .	128	148	168	444	43	88	102	126	58	21	4	1	1
Chas. Sumner .	137	178	158	473	49	116	126	100	60	17	4	1	..
Christ'r Gibson,	134	190	233	557	38	113	133	130	88	42	9	3	1
Comins . . . .	71	92	99	262	14	57	70	51	46	14	7	2	1
Dearborn . . . .	208	277	435	920	32	158	216	219	148	81	39	21	6
Dillaway . . . .	165	143	230	538	32	118	139	135	71	37	2	4	..
Dudley . . . .	158	215	308	681	63	130	137	148	89	74	32	5	3
Dwight . . . .	121	155	211	487	20	87	129	122	92	31	4	2	..
Edward Everett,	100	84	201	385	32	87	95	79	58	22	5	7	..
Eliot . . . .	105	211	282	598	43	117	143	134	92	57	11	1	..
Emerson . . . .	195	236	356	787	87	156	153	165	135	66	16	8	1
Everett . . . .	147	150	207	504	26	65	108	144	86	51	14	10	..
Franklin . . . .	156	158	330	644	56	124	160	146	106	36	10	5	1
Frothingham .	139	185	206	530	46	106	136	123	83	32	3	1	..
Gaston . . . .	107	120	168	395	29	94	108	90	56	11	6	1	..
Geo. Putnam .	84	114	256	434	34	110	105	88	51	31	11	4	..
Gilbert Stuart .	77	88	123	288	18	66	70	74	35	19	6	..	..
Hancock . . . .	202	270	728	1,200	120	254	265	240	175	111	32	3	..
Harvard . . . .	137	231	224	592	43	109	145	143	94	41	13	4	..
Henry L. Pierce,	144	111	211	466	19	105	121	118	68	27	6	1	1
Hugh O'Brien .	245	271	352	868	45	158	204	191	151	88	19	9	3

PRIMARY SCHOOLS. — *Concluded.*

DISTRICTS.	Third Grade.	Second Grade.	First Grade.	Whole Number.	Five years and under.	Six years.	Seven years.	Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years and over.
	99	121	178	398	27	84	87	94	64	31	9	1	1
Hyde . . . . .	99	121	178	398	27	84	87	94	64	31	9	1	1
J. A. Andrew, . . . . .	160	187	199	546	31	111	137	137	92	25	7	5	1
Lawrence . . . . .	165	202	255	622	69	135	117	127	102	43	17	9	3
Lewis . . . . .	182	181	279	642	38	135	175	155	90	36	6	3	4
Lincoln . . . . .	203	211	261	675	49	140	174	140	103	45	16	5	3
Longfellow . . . . .	94	105	118	317	35	73	73	73	52	8	2	1	.
Lowell . . . . .	243	249	343	835	43	157	223	187	137	49	30	8	1
Lyman . . . . .	116	161	244	521	39	113	134	121	81	31	2	.	.
Martin . . . . .	69	86	142	297	24	47	65	60	46	33	9	2	2
M. Hemenway, . . . . .	98	105	178	381	24	75	84	89	61	33	11	3	1
Mather . . . . .	218	245	423	886	107	189	222	192	106	47	17	6	.
Minot . . . . .	59	80	112	251	21	60	52	57	37	17	3	2	2
Norcross . . . . .	136	167	150	453	48	85	108	83	63	40	17	5	4
Phillips . . . . .	51	115	127	293	21	57	77	65	42	24	7	.	.
Prescott . . . . .	110	114	158	382	22	83	111	73	61	26	6	.	.
Prince . . . . .	104	128	186	418	8	53	122	114	83	28	10	.	.
Quiney . . . . .	162	174	190	526	57	106	103	130	74	39	16	1	.
Rice . . . . .	85	83	90	258	2	46	61	64	51	25	8	.	1
Robt. G. Shaw, . . . . .	70	54	106	230	18	54	59	54	29	14	1	1	.
Roger Clap . . . . .	111	154	239	504	41	120	122	110	69	32	6	3	1
Sherwin . . . . .	165	145	218	528	58	114	112	103	84	37	18	2	.
Shurtleff . . . . .	101	109	101	311	41	75	70	68	42	10	3	2	.
Thos. N. Hart, . . . . .	154	170	201	525	31	110	163	108	84	21	7	1	.
Tileston . . . . .	66	46	122	234	12	38	69	52	39	20	4	.	.
Warren . . . . .	87	93	150	330	22	73	69	74	55	28	8	1	.
Washington Allston . . . . .	154	200	391	745	84	159	182	156	107	41	13	1	2
Wells . . . . .	329	422	726	1,477	148	262	364	313	255	95	34	5	1
Winthrop . . . . .	50	98	118	266	30	61	66	67	36	6	.	.	.
Totals . . . . .	7,379	8,854	12,940	29,173	2,315	5,896	7,048	6,591	4,485	1,993	617	178	50

## PRIMARY SCHOOLS.

Number of Pupils to a Teacher, June 30, 1898.

DISTRICTS.	No. of Teachers.	Avg. whole No. of Pupils.	No. of Pupils to a Teacher.	DISTRICTS.	No. of Teachers.	Avg. whole No. of Pupils.	No. of Pupils to a Teacher.
Adams .....	6	299	50	J. A. Andrew...	11	550	50
Agassiz.....	5	276	55	Lawrence .....	15	632	42
Bennett .....	8	457	57	Lewis . ....	12	662	55
Bigelow .....	11	492	45	Lincoln.....	12	681	57
Bowditch .....	10	564	56	Longfellow .....	6	313	52
Bowdoin .....	9	426	47	Lowell .....	16	866	54
Brimmer .....	7	347	50	Lyman .....	9	512	57
Bunker Hill...	10	394	39	Martin .. ....	5	291	58
Chapman .....	9	486	54	Mary Hemenway	7	395	56
Charles Sumner,	9	465	52	Mather .. ....	16	879	55
Christo'r Gibson	10	532	53	Minot .. ....	4	254	63
Comins .. ....	6	283	47	Norcross.....	11	448	41
Dearborn .....	16	942	58	Phillips .. ....	5	297	59
Dillaway .....	10	538	54	Prescott .. ....	8	380	47
Dudley .. ....	13	699	54	Prince .. ....	8	389	49
Dwight .. ....	10	501	50	Quiney .. ....	10	538	54
Edward Everett.	7	374	53	Rice .. ....	7	270	39
Eliot .. ....	11	626	57	Robert G. Shaw,	5	223	45
Emerson .. ....	14	789	56	Roger Clap ...	9	484	54
Everett .. ....	9	527	59	Sherwin .. ....	10	529	53
Franklin .. ....	12	652	54	Shurtliff .. ....	6	306	51
Frothingham ..	10	537	54	Thos. N. Hart...	9	529	59
Gaston .. ....	7	408	58	Tileston .. ....	4	229	57
George Putnam,	8	435	54	Warren.....	7	328	47
Gilbert Stuart ..	5	278	56	Washington			
Haneock .. ....	24	1,218	51	Allston .. ....	13	742	57
Harvard .. ....	12	602	50	Wells .. ....	27	1,490	55
Henry L. Pierce,	8	456	57	Winthrop .. ....	5	281	56
Hugh O'Brien ..	15	860	57	Totals .. ....	556	29,379	53
Hyde .. ....	8	418	52				

## KINDERGARTENS.

Semi-annual Returns to June 30, 1898.

DISTRICTS.	Teachers.	Average Number belonging.			Average Attendance.			Average Absence.	Per cent. of Attendance.	No. under 5 Years.	No. 5 Years and over.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Adams . . . .	3	44	45	89	34	33	67	22	75	36	49	85
Agassiz . . . .	2	23	21	44	16	13	29	15	66	13	17	30
Bennett . . . .	2	23	25	48	19	17	36	12	75	17	29	46
Bowditch . . . .	4	62	56	118	45	38	83	35	70	45	76	121
Bowdoin . . . .	2	42	30	72	28	19	47	25	65	45	31	76
Brimmer . . . .	2	19	26	45	15	20	35	10	78	22	26	48
Bunker Hill . . .	2	18	29	47	9	17	26	21	55	31	19	50
Chapman . . . .	3	57	41	98	41	29	70	28	71	74	29	103
Chas. Sumner . .	2	21	26	47	15	16	31	16	66	21	26	47
Christ'r Gibson .	4	80	60	140	59	42	101	39	73	51	93	144
Comins . . . .	4	58	65	123	41	42	83	40	67	58	57	115
Dearborn . . . .	2	26	34	60	20	25	45	15	70	19	43	62
Dillaway . . . .	4	60	69	129	43	49	92	37	71	43	74	117
Dudley . . . .	3	39	40	79	29	30	59	20	74	55	35	90
Dwight . . . .	4	37	70	107	27	54	81	26	76	44	58	102
Elliot . . . .	4	57	67	124	48	57	105	19	85	65	59	124
Emerson . . . .	2	28	26	54	21	20	41	13	76	23	34	57
Everett . . . .	2	25	25	50	14	15	29	21	58	15	33	48
Franklin . . . .	2	33	23	56	24	13	37	19	66	30	26	56
Frothingham . .	2	30	28	58	26	24	50	8	86	38	18	56
Gaston . . . .	2	31	36	67	22	27	49	18	73	20	45	65
Geo. Putnam . .	2	25	25	50	16	18	34	16	68	15	27	42
Gilbert Stuart .	3	36	41	77	29	31	60	17	78	38	38	76
Hancock . . . .	6	66	120	186	49	88	137	49	74	95	84	179
Harvard . . . .	2	28	31	59	20	23	43	16	71	24	36	60
H. L. Pierce .	4	55	54	109	42	40	82	27	75	54	65	119
Hugh O'Brien .	2	28	28	56	22	20	42	14	75	24	32	56
Hyde . . . .	2	29	49	78	23	36	59	19	74	19	55	74
J. A. Andrew .	2	26	27	53	21	20	41	12	77	13	43	56
Lawrence . . . .	4	50	48	98	39	34	73	25	74	52	47	99
Lewis . . . .	2	26	32	58	22	23	45	13	78	23	31	54
Lincoln . . . .	1	45	17	62	33	13	46	16	74	7	54	61

KINDERGARTENS. — *Concluded.*

Semi-annual Returns to June 30, 1898.

DISTRICTS.	Teachers.	Average Number belonging.			Average Attendance.			Average Absence.	Per cent. of Attendance.	No. under 5 Years.	No. 5 Years and over.	Whole No. at Date.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.					
Longfellow . . .	2	31	30	61	24	21	45	16	74	28	37	65
Lowell . . . .	2	35	40	75	25	27	52	23	69	35	35	70
Lyman . . . .	4	63	56	119	46	39	85	34	71	47	77	124
Martin . . . .	2	16	37	53	11	25	36	17	68	19	36	55
M. Hemenway, . .	1	14	11	25	11	8	19	6	76	13	22	35
Mather . . . .	2	39	30	69	26	19	45	24	65	29	26	55
Minot . . . .	2	22	36	58	17	25	42	16	72	13	46	59
Norcross . . . .	2	26	30	56	19	21	40	16	71	35	23	58
Phillips . . . .	2	21	33	54	18	26	44	16	81	8	44	52
Prescott . . . .	2	27	29	56	20	22	42	14	75	12	43	55
Prince . . . .	3	37	34	71	29	27	56	15	79	33	49	82
Quiney . . . .	2	28	33	61	23	26	49	12	80	38	22	60
Rice . . . .	2	38	24	62	25	16	41	21	66	27	34	61
Robert G. Shaw, .	2	23	29	52	16	18	34	18	65	14	40	54
Sherwin . . . .	2	30	27	57	24	19	43	14	76	11	37	48
Shurtleff . . . .	2	31	29	60	27	23	50	10	83	19	25	44
Thos. N. Hart . .	3	51	28	79	40	21	61	18	77	26	46	72
Tileston . . . .	2	27	35	62	20	26	46	16	74	22	39	61
Warren . . . .	1	27	21	48	18	13	31	17	65	31	24	55
Washington Allston . .	2	30	29	59	20	18	38	21	64	1	54	55
Wells . . . .	4	67	59	126	53	45	98	28	77	25	99	124
Winthrop . . . .	3	43	41	84	31	28	59	25	70	53	31	84
Totals . . . .	136	1,953	2,035	3,988	1,455	1,459	2,914	1,074	73	1,668	2,278	3,946

ANNUAL SCHOOL FESTIVAL.

---

1898.



## ANNUAL SCHOOL FESTIVAL, 1898.

---

The Annual School Festival in honor of the graduates of the Boston Public Grammar Schools was held in the Massachusetts Charitable Mechanic Building, Huntington avenue, on the afternoon of Saturday, July 2, 1898, under the direction of the committee on the School Board appointed for the purpose, consisting of Mr. Samuel F. Hubbard (chairman) and Messrs. McDonald, Aldrich, Bowdlear, and Burrill.

The Chief Marshal was Mr. Lewis H. Dutton, master of the Hancock School, who was assisted by an efficient staff of masters from various other schools. Mr. Leonard B. Marshall conducted the singing; the music was furnished by Carter's Band; the collation for the committee and pupils was provided by T. D. Cook & Co.; and the following-named florists furnished the bouquets: The Twombly Company, Thomas F. Galvin, William J. Moran, N. S. Wax & Son, John Gormley & Son, Julius A. Zinn, James Delay & Sons, John M. Barry, William J. McGarry, Marshall, Rumney & Grohe, Thomas H. Meade, Henry Penn, B. Caro, J. M. Cohen, Jennie W. Rogers, and George H. Pieper.

The platform presented a beautiful appearance. The bouquets for distribution to the graduates, some three thousand in number, were massed in two large

banks, between which was a floral American flag fifteen feet long. The bouquets making up the red stripes were composed wholly of red carnations, those for the white stripes of white roses, feverfew, carnations and other flowers, those forming the union, of blue cornflowers, while the stars were represented by Easter lilies. The whole effect was strikingly beautiful, and great credit is due to The Twombly Company and to Mr. Thomas F. Galvin, who had the entire charge of this novel and attractive feature, and whose taste and skill ensured its success. These firms also loaned for the occasion a choice collection of bay trees, palms, and rubber plants, which were grouped on the floor immediately in front of the platform, and in one corner of the stage as well. Superintendent of Public Grounds Doogue, whose interest in the school children of Boston has been often shown, had arranged a semicircle of large evergreen trees behind the bouquets, extending from one end of the platform to the other, leaving two entrances, each of which was draped with a large flag.

The exercises began at 2.30 o'clock with the entrance upon the platform of Chairman Hubbard of the Festival Committee, escorting Governor Wolcott; President Huggan of the School Committee, with Mayor Quincy; two members of the governor's staff, and the other members of the Festival Committee, while Carter's Band played one of Sousa's patriotic marches. Upon the committee and guests being seated, the assembly was sounded and a detachment of the higher officers of the School Cadets in full uniform, accompanied by a drum major, color bearer,

carrying a large silk flag, and four drummers, entered the hall from the Huntington-avenue side and marched down the middle aisle to the platform, where a stand had been provided, in which the colors were placed. The entire audience stood, the officers saluted the colors, the drummers beat the ruffle, the stops to three large American flags suspended from the roof trusses immediately above the children on the floor were broken, and with the unfolding of the flags came a shower of red, white, and blue tissue flakes, filling the air and scattering through the sunlight as they fell. Each child had been furnished with a small flag, and as the audience, led by the band, sang three stanzas of the "Star Spangled Banner," the waving flags, the bright faces of the children, the grouping and decorations on the platform, all presented an inspiring and patriotic scene.

The Chairman of the Festival Committee then delivered the opening address.

#### ADDRESS OF MR. SAMUEL F. HUBBARD.

*Graduates of the Boston Grammar Schools:* The Commonwealth, through the School Board, Mayor, and Governor, extends to you to-day its heartiest congratulations upon your completion of the work required in the grammar schools.

From Berkshire to Cape Cod other thousands of boys and girls are graduating this week and receiving their diplomas of achievements. To them, as well, does the State accord its congratulations. What have you ever done for the State that it should manifest any interest in you, or what have you ever done for the city that it should expend nearly one-third of its entire income on your education? Little, if anything, thus far, but much is expected.

As future partners in the business of city and State, you have been apprenticed in the public schools, where you have learned to recognize the rights of others, to acknowledge constituted authority, and to give intelligent and earnest thought to the welfare of all.

These principles are the corner stone of this business of living together, and your presence here to-day is the assurance that you will return to the common treasury more than you have taken from it, and that, through your educated intelligence, you will become bondsmen for the well-being of the State. Horace Mann has said, "The narrow strip of half cultivable land between her eastern and western boundaries is not Massachusetts, but her noble, incorruptible men, her pure, exalted women, the children of all her schools, whose daily lessons are the preludes and rehearsals of the great duties of life and the prophecies of future eminence, — *these are the State.*"

You have now come to the parting of the ways. To-day you are with teacher and master, who have watched over and guided you these years with a solicitude you may never know: to-morrow you will stand in the market-place, girded, strong of purpose, and to-morrow's morrow will find you a part of the great complex machinery of society. Whether you are to become a part of the impelling force or a hindrance, whether you are to lift or be lifted, depends upon yourselves.

Niagara, transformed into electrical energy, lights the city of Buffalo. Your success depends upon the amount and kind of power which you shall transform into act and deed. We are told there is force enough in fifty acres of sunshine, if controlled, to drive the machinery of the world. What you need to do is to harness your power and give it direction; therefore the vital question which you must decide is, "What are you going to do in life?" and I ask this question of the girls as well as of the boys, for there is no gender in cold and hunger, and the time is passed which denies a vocation to women. What are you going to do? To drift aimlessly is to invite defeat. Find out at once, if you can, what you can best do and bend every energy in that direction. Failing to get your chosen vocation at the outset, take the work nearest at hand and do it with your might, but never

lose sight of what you have in mind to do, and be ready when the opportunity comes, for success is in doing, not dreaming.

Would you like to have me tell your fortunes — to foretell the record of the years to come?

If a boy groans because the work is so hard, grumbles because he has to get up so early and work so late, watches the clock, steals time, hates the rules of the shop, shirks whenever he can, and is careless and indifferent in all he does, you do not need a flash of lightning by which to read that boy's destiny.

If a boy puts brains and energy into his work, learns everything he can about the business, does cheerfully the work in hand, even though it be drudgery, satisfied only with the best he can do, you know that boy will stand before kings.

Emerson said, "If you can write a better book, preach a better sermon, or make a better mousetrap than your neighbor, though you build your house in the woods the world will make a beaten track to your door."

I hope every one of you will succeed in business, but it has been said, "A man without money is poor, but a man with nothing but money is poorer." If you accumulate factories, houses, and lands at the expense of character, if you fail to recognize the rights of others, if you live for self alone, your life will be a most miserable failure. The world remembers Florence Nightingale in the fever-infected tents of the Crimea, John Howard among the gloomy prisons of England, and Father Damien with the lepers of Hawaii, because they forgot themselves in their desire to help others.

Your value to Massachusetts, to Boston, to society, to the poor neighbor in the next block, will be measured, not by the amount of your taxes, but by the amount of unselfish, personal service you give.

Personal service is but another name for patriotism, so if you are the kind of citizen I have been trying to describe, if you give your employer honest service, if you are mindful of the needs of your neighbor and your city, you are a patriot whether you go to war or stay at home.

At the close of his address the Chairman said:

Boston is always loyal to the chief magistrate of the Commonwealth, but when to official dignity of station its possessor adds strong and gracious personal qualities, it becomes a special pleasure to welcome him, as we now welcome His Excellency Governor Wolcott.

#### ADDRESS OF HIS EXCELLENCY GOVERNOR WOLCOTT.

*Boys and Girls of Boston:* It is a most beautiful spectacle to look down from this platform upon this fair mosaic of bright, happy faces and varied colors, and yet it is not only the spectacle that strikes the eye that makes my visit to-day one of great interest to me. At this time of the year I am called to look upon groups of school children finishing their course at school; upon groups of older men finishing their course at college, and I think the thing that always strikes me most is the brave courage in their faces. It is customary with the young to look forward: ah, how many of the older people about me find comfort only in looking backward! It is a sad thing when a man or woman comes to that time, and all the sunshine of life, and all the promise, and all the good cheer seem to have been left behind, and there is nothing in front but clouds and darkness. Boys and girls, may that day, if it ever comes, come to but few of you and be far off.

I congratulate you upon the bright, sunny hopefulness that I see in your faces, and as you pass through the journey of life, and while you dream of acquiring this new knowledge, this greater wealth, this higher position, whatever it may be, I bid you remember that there is something that you must keep and never give up, and that is the courage and the hopefulness that go properly with, and belong to, the young. I think if I were asked to name the qualities that I should urge every one of you to carry through life with him, they would be cheerfulness, brave courage, honesty, and then, last of all, keep through life good clean habits.

I think that the difference between men is very largely that one man or one woman loses courage easily and is discouraged by apparent want of success, while another, even if he drops back, does not sit down at the side of the road, does not turn his

back, but marches with his face up to the sky and the sunshine still beckoning him on. I think that faculty, whatever you may call it, of not being discouraged by temporary failure, by the temporary lack of success that comes to every man and woman, — that that faculty of courage and cheerfulness is one of the most valuable faculties that can be planted in the breast of man or woman.

Remember that difficulties will come. Great success will not be achieved by all, but so far as I can speak my honest belief, I bid you to remember that a measurable degree of success is absolutely within the grasp of every boy and of every girl that I see before me. You can make yourselves respectable citizens. You can win for yourselves in the battle of life a position where you will be respected, and where you will be loved. It requires this courage of which I speak — call it “sand,” boys, if you prefer that word; you know what “sand” is in a boy. Try to keep that. Have the courage that I suggest through life, and the result will be absolutely certain. Some of you perhaps may not win it, all of you probably will not; but I say, with all the conviction of my belief, that a degree of success that will reward your utmost effort is as fully and as fairly within the grasp of every one of you as some tempting, ripe fruit that grows upon your trees. It will not be won without effort, it will not be won by him who falters, it is not won by the shirker who tries always to escape work, and who tries to do the easiest thing — not the full degree of his duty, but who tries to shirk upon others the burden that should rest on his own shoulders. It will not be won by the boys or girls who shall — God save the mark! — yield to vicious habits. You will see careers begin as brightly as yours and that are brought down into disgrace and infamy by the weak yielding to the temptations which are sure to assail you; and yet if you preserve this cheerfulness which I see on your faces, and do and act honestly as between man and man, and yourselves and God, and if you add to that the keeping of the mind and body free from vice, you will win the position that Massachusetts demands of her citizens.

This is an unusual year. It is your privilege to be growing up at a time when the eyes of those who gaze are lifted from the

dust of the common highway to the white heights above where dwell heroism and loyalty. I rejoice to see these flags here, and to see the flags borne in your hands. I was glad to see this whole audience rise when this color-guard of the high school bore in that beautiful flag. Many of you, doubtless, have brothers, perhaps fathers and friends, who have already made the greatest sacrifice that citizens can make in offering their lives at the call of the nation. I bid you let that lesson sink deeply into your hearts and never allow it to slip from your memories. I hope that some of you have seen these departing regiments. I hope that some of you have seen these brave and gallant young men going forth to risk everything because in a just cause their nation calls for their services. Retain through life these memories. There are men here who served the nation in the war of the Rebellion. There are others who remember the days when those regiments went to the front in a high, noble cause. Boys and girls, to-day let your hearts thrill as did the hearts of those who gazed in 1861 on those who went forth to save the nation. Let your blood thrill in your pulses as you read to-day and to-morrow in the papers of some deed of heroism, and remember that your country also makes a demand upon every one of you, this great and noble country with a destiny unequalled in the history of the past. In thirty years all of its fate and its destiny will rest upon those who are the children of to-day. What will you make of it? What will you give to your country? How much do you think it is worth? It is worth your best service as citizens; it is worth every drop of blood in your body, if need be, as soldiers. It is worth everything that you can bring and lay upon her altars, remembering that the compelling voice of the past, from the first days of the settlement of this country to the war of the Revolution, of 1812, and of the great Rebellion — that that voice summons you to equal heroism, to equal devotion, so that your generation may write in the history of your country chapters that shall shine with equal lustre with those that have been written by the generations of the past.

Children, to-day I bring you the congratulations, and give you the benediction, of the old Commonwealth of Massachusetts. God bless her! God keep her! God give her sons and daughters in

the future, as He has given her citizens in the past, who will keep high her fame among her sister States, and uphold her a Commonwealth founded on righteousness, on intelligence, on loyalty, and on virtue.

**THE CHAIRMAN.** — The opportunities for education are not confined to the school-room, for as Montaigne has said, “Play is the serious business of childhood.” Boston has been limited in its playgrounds, but under the present Mayor the needs of the children in this respect have received much attention, and an era of opening playgrounds has begun. For his earnest support of all educational institutions, including playgrounds, we owe our hearty thanks to His Honor Mayor Quincy.

#### ADDRESS OF HIS HONOR MAYOR QUINCY.

*Ladies and Gentlemen, Boys and Girls:* In listening to the comprehensive and eloquent address of His Excellency the Governor, I have been wondering what there was left for me to say in any way new, for this happens to be the third of these interesting occasions at which it has been my privilege to be present representing the city. But your chairman has given me a cue in suggesting a subject, and I suppose I may be warranted in departing a little from the beaten track on this occasion, and saying a few words about some of those agencies to which he has referred, and which seem to me to be, in a broad sense, educational in their character, and yet which have not generally been recognized as such. There is a part of our education which comes from school-books and is gained in the school-room, by formal instruction; that is the kind of education which you have received; an education which, for a great many of you, comes to an end to-day. But there are many other kinds of education, and many other ways by which we acquire knowledge as we go through life, and I think it is important for us to have the broadest conception of what education in the true sense means. Education does not stop at the school-room or the college, but it goes on through life; it consists in learning how to make the most of our lives, to make the most of our fellow-men, to do the most for our nation, for our State, and for our city, and thereby

to do the most for ourselves from the standpoint of our truest self-interest. Those persons lead the most satisfactory lives who are the most deeply interested, even absorbed, in the interests of others, rather than in their own selfish interests; in the great interests of philanthropy, charity, social progress, education, and all that concerns the well-being, the advancement, and the progress of their fellow-men and fellow-women. Now it is clear to any one watching the trend of events in this municipality of Boston that we are constantly enlarging our conception of the agencies which may properly be brought to bear for the advancement of all our people through the instrumentality of the city. I am a very strong and convinced believer in the desirability of placing more emphasis than has been placed in the past upon that side of life which has to do with physical and social development in the broadest and most wholesome sense, in the development of sound minds and sound characters. I believe that the two go largely together, and that the more we develop physical life and activity in our bodies the more we are likely to have mental activity and mental strength. I believe that the American people generally have been behind the people of other countries in placing importance enough upon that side of life which has to do with recreation, with pleasure, and with exercise; and I am proud that the city of Boston is offering to its children, and, indeed, to all its people, larger opportunities for wholesome recreation and enjoyment than have been open to them in the past.

The subject of playgrounds has been referred to. That is one side, one particular branch, of a general movement which we can see in progress in this city. That movement embraces in its scope the popular use of our parks, our great recreation grounds for the people, where all can come in contact with Nature, and learn to understand her voice and teachings better; playgrounds where the children and the young people of a neighborhood can engage in exercise and healthful competition in sports; bathing-beaches and bath-houses where the splendid exercise of swimming, with the cleansing of the body which comes from bathing, can be afforded to all our people; in-door gymnasias, of which we have some and are sure to have more, which will give an

opportunity to exercise our bodies and develop our muscles in the winter; and, in connection with such things as these, the development of public music will give a greater opportunity to our people of listening to good music and learning something of its power, and of its place in civilization, and of its influence upon the character of the individual.

You stand to-day in the position of having received a great and inestimable gift — the boon of a primary education, given to you freely and without price at the hands of the people of Boston. The self-respecting man or woman does not like to remain permanently under an obligation if it can be wiped out. You have received this favor from the people of Boston, and you rest to-day under this obligation to the citizens of Boston. Which course, then, will you follow? Will you ignore what has been done for you? Will you regard it as something so cheap and so common that it is not worth while to esteem it as a precious gift to be repaid? Or will you regard this gift of an education as the highest which can be bestowed upon a boy and girl? Will you resolve here and to-day that you will repay that gift and wipe out that obligation in the only way you can pay it, which is by taking your part in the Boston of the future, by becoming not only good citizens in a passive way, but in the fullest and largest and most active sense, by contributing something yourselves, as you grow up, to the education and the training, and to the recreation, if you like, of the future children of the city of Boston; so that when in some after year you may come to these celebrations yourselves, not as graduating from our Boston schools, but as parents or friends of a younger generation, which in turn has graduated from them, you will feel that in some way or other you have repaid the city of Boston for the gift that you to-day receive at its hands? You can each and every one of you do something that will be sufficient to repay that gift; and let me, in behalf of the city, and speaking for it, to-day ask of you to do something in the years to come, when as men and women you enter into the life of this great community, to do something in your own way to make it better, a still more civilized city, a better place to live in, that you may repay the debt which now rests upon your generation by doing something for the welfare of some generation that is to come.

The city of Boston is a continuous body ; it does not die like an individual, and pass off the scene of life. It lasts from generation to generation, from century to century, and anything that you do for any institution of this city will not be for your day only, but will be handed down to the other centuries to follow, as a precious inheritance for those who come after us.

Let me say to you, then, to avail yourselves freely in the lines of education, of enjoyment, of exercise, of all that the city of Boston offers every one of you ; but in availing yourselves of those privileges, remember that they are to be paid for, not indeed in money, — you cannot pay for them in that way, — but in your future lives, by what you contribute to the Boston of the future.

**THE CHAIRMAN.** — This festival would not be complete without the benediction of the School Board through its President, who, for many years, has given much time and earnest thought to the cause of education. I have the honor and pleasure of introducing the President of the School Board, Mr. Henry D. Huggan.

#### ADDRESS OF MR. HENRY D. HUGGAN.

*Mr. Chairman, Ladies and Gentlemen, and Boys and Girls of the Public Schools :* It would be hard for me to say anything that would interest you after the very excellent addresses of the gentlemen who preceded me. Therefore I shall not detain you with many words.

I desire to congratulate the parents that their children have satisfactorily completed their grammar school work, and are therefore entitled to all the privileges of this grand occasion.

The School Board, my friends, at all times endeavors to provide the best possible school accommodations and equipment for all the children, so that they may have every facility to enable them to gain a good education. It is highly gratifying, then, to the School Committee, as well as to the parents and friends here assembled, that these young people have enjoyed the advantages of the free public schools.

I wish to express the appreciation of the School Committee to

the masters and teachers for their faithfulness and loyalty to the schools of this city.

There is no grander profession, there is no work more sacred, than that of the teacher, whose duty it is to guide the young in the proper channels, to direct them along the pathway of knowledge, and to lead them to live pure and noble lives. We all appreciate the great responsibility which is placed upon the public school teacher to-day in this city, where in many instances there are from fifty to sixty pupils in a class room — boys and girls of different temperaments, from different homes, and with different environments — requiring the greatest tact and skill to manage them.

I present here also, in behalf of the School Committee, the thanks of our Board to His Excellency the Governor and to His Honor the Mayor for assisting at the exercises this afternoon.

And now, young friends, I will not detain you longer, for I know that you are anxiously waiting for the interesting part of the programme, which is to follow.

Just a word in leaving you. Go out into life with high ideals, determined to do the right thing; utilize the training which you received in the schools in the best possible way. Remember that you are commissioned by your school and by all there is behind it to make the most of yourselves, and to uphold the free institutions that have done so much for you. Stand also by the stars and the stripes, the banner of liberty and freedom, the flag that represents more to-day than at any time in its history, the flag that tells the story, not only of Lincoln and of Grant, but of our more recent heroes, McKinley, Dewey, and Hobson. I congratulate you every one, and bespeak for you prosperous and happy lives.

At the close of the address of the President of the School Board "America" was sung, after which the graduates marched across the platform, each school being designated by a banner with the name of the school printed thereon, and each graduate received a bouquet from the hand of the Mayor.

At the conclusion of the distribution of bouquets, a collation was served to the committee and invited guests and to the graduates.

The doors of the adjoining exhibition hall were thrown open, and the remainder of the afternoon devoted to dancing and promenading.

FRANKLIN MEDALS, PRIZES,  
AND  
DIPLOMAS OF GRADUATION.

1898.



## FRANKLIN MEDALS, 1898.

### BOYS' LATIN SCHOOL.

Robert M. Green,	Albert Ehrenfried,
Charles S. Stanton,	Herbert L. Marshall,
Louis J. Elsas,	William P. Boardman,
Samuel F. Crowell,	Reuben J. Hall.

### ENGLISH HIGH SCHOOL.

Matthew Muckensturm,	Edward K. Feno,
Aaron Schwartz,	Clifford B. Clapp,
Arthur P. Hall,	Jacob F. Krokyn,
Henry W. Buhler,	Horace J. Macintire,
Eliot Granger,	Harry Brooks,
	Samuel N. Cohen.

## PRIZES, 1898.

### BOYS' LATIN SCHOOL.

**FROM TWO FUNDS** — one a gift of several Boston gentlemen in the year 1819, and the other given by the late Abbott Lawrence, of Boston, in the year 1845.

**FOR EXCELLENCE IN CLASSICS.** — Charles S. Stanton, Robert M. Green, Lawrence R. Clapp, Reginald L. Brown, Samuel T. Foster, John F. Rourke, Louis H. Reuter, Henry R. Patterson, Thomas H. McMahan, William J. Clarke, Frank V. Murphy, Max Hartmann, Theodore F. Jones, Carl S. Downes, William L. Spektorsky, Joseph C. Walsh, Israel N. Thurman, Apard E. Fazakas, Homer H. Harbom.

**FOR EXCELLENCE IN MODERN STUDIES.** — Eugene M. Dunbar, Albert Ehrenfried, Henry R. Gardner, Augustus L. Richards, William H. Nelson, Arthur M. Weil, Elias Field, Franklin B. Huntress, John H. A. Moran, Newton K. Wilcox, Dana M. Wood, Allyn E. Howe, Rupert E. L. Kittredge, Frank W. Johnson, Frank H. Hopkins, John F. Duross, Julius F. Brauner, Sidney A. Eisemann.

**FOR EXCELLENCE IN DECLAMATION.** — *First Prize.* — Walter Shuebruk. *Second Prizes.* — John D. Williams, William D. Carlton. *Third Prizes.* — Ernest B. Watson, Robert M. Green. *Special Prizes.* — Edwin C. Johnson, Alexander G. Grant.

**FOR EXCELLENCE IN READING.** — *First Prize.* — Lawrence R. Clapp. *Second Prizes.* — Ernest B. Watson, Robert M. Green. *Third Prizes.* — Herbert A. Noone, Charles S. Stanton.

**FOR EXEMPLARY CONDUCT AND PUNCTUALITY.** — Robert M. Green, Augustus L. Richards, Lawrence R. Clapp, Henry R. Gardner, Reginald L. Brown, Theodore F. Jones, Dana M. Wood, Carl S. Downes, Arthur V. Grimes, William G. Reed, Herbert L. Marshall, Israel N. Thurman, Albert Ehrenfried, Joseph C. Walsh, Harold C. De Long, Samuel F. Crowell, John F. Rourke, Louis H. Reuter, John F. Duross.

**FOR EXEMPLARY CONDUCT AND FIDELITY.** — Hermann T. Fick, Edward W. C. Jackson, Lauriston Ward, Arthur M. McCabe, James A. Crowley, Harry S. Bernstein, Thomas F. Ryder, Walter Foster, Henry F. Leland, Herman F. Clarke, Walter H. Freeman, John A. Remick, Sharlton A. Whitaker, Allen F. Levy, James F. Fitzsimmons, Thomas L. Gillis, John F. Bresnahan.

**FOR ORIGINAL WRITTEN EXERCISES.** — Poetical Translation from Virgil. *First Prize.* — Wilbur H. Snow.

**SPECIAL PRIZE FOR PUNCTUALITY AND GOOD CONDUCT.** — Robert B. Whitney.

**GARDNER PRIZE.** — From a fund given by pupils, in New York and Boston, of the late Francis Gardner, formerly head-master of the school. *ORIGINAL ESSAY ON THE PLANET MARS.* — Robert M. Green.

**DERBY PRIZE.** — From a fund left by the late Elias H. Derby. *ORIGINAL ESSAY IN LATIN.* — Robert M. Green.

**FOR MILITARY DRILL.** — These prizes are awarded at the annual prize drill from funds contributed by the school.

(1.) *First Prizes.* — Co. E, Capt. W. H. Snow, First Lieut. F. A. Moulton, Second Lieut. G. B. Wood, First Sergt. G. H. McDermott. *Second Prizes.* — Co. B, Capt. W. A. Seavey, First Lieut. R. E. Paine, Second Lieut. M. F. Allbright, First Sergt. W. C. McDermott.

(2.) *First Prizes for Pony Companies (F, G, and H).* — Co. H, Capt. E. W. C. Jackson, First Lieut. W. J. Mayers, Second Lieut. R. H. Goldthwaite, First Sergt. R. F. Jackson.

(3.) *Excellence in Manual of Arms.* — *First Prize.* — Sergt. F. H. Corey, Co. A. *Second Prize.* — J. E. J. Kelley, Co. E.

(4.) *Excellence in Drumming.* — *First Prize.* — Private T. M. Murphy.

## ENGLISH HIGH SCHOOL.

**From a fund given by the late Abbott Lawrence, of Boston, in the year 1844.**

**FOR READING.** — *First Prizes.* — (First Class) — E. K. Fenno, W. F. Canavan. *Second Prizes.* — (Second Class) — V. Williamson, R. W. Rice. *Second Prizes.* — (Third Class) — K. G. Baker, H. W. Park.

**FOR DECLAMATION.** — *Special Prize.* — (First Class) — W. H. Mayo. *Special Prize.* — (Advanced Class) — H. G. McDougall. *First Prize.* — (First Class) — W. F. Mohan. *First Prizes.* — (Second Class) — R. W. Rice, E. C. Mayo. *Second Prize.* — (Second Class) — H. M. Kallen. *Second Prize.* — (Third Class) — W. G. O'Doherty.

**FOR EXAMINATION IN CHEMISTRY.** — *First Prize.* — (First Class) — E. K. Fenno.

**FOR EXAMINATION IN PHYSICS.** — *First Prize.* — (First Class) — A. Schwartz.

**FOR SENIOR EXAMINATION IN ALGEBRA.** — *First Prize.* — (First Class) — E. K. Fenno. *Second Prizes.* — (First Class) — H. C. McKenna, A. Schwartz.

**FOR TRANSLATION OF FRENCH AT SIGHT.** — *Second Prizes.* — (Second Class) — M. E. Lebon, G. E. Cole, F. M. Eaton.

**FOR EXAMINATION IN DRAWING.** — *First Prize.* — (First Class) — S. D. Powers. *Second Prizes.* — (First Class) — C. G. Attwood, S. J. Ripley.

**FOR EXAMINATION IN SOLID GEOMETRY.** — *First Prizes.* — (First Class) — E. K. Fenno, M. Muekensturm.

**FOR MIDDLE CLASS EXAMINATION IN ALGEBRA.** — *First Prize.* — A. Rosenthal. *Second Prizes.* — M. C. Gryzmisch, G. E. Cole.

**FOR TRANSLATION OF GERMAN AT SIGHT.** — *First Prize.* — (First Class) — M. Muekensturm. *Second Prize.* — (First Class) — A. Schwartz.

**FOR JUNIOR EXAMINATION IN ALGEBRA.** — *First Prizes.* — S. Bates, C. H. Clapp. *Second Prizes.* — K. G. Baker, C. L. McCarthy.

**FOR DEPORTMENT AND SCHOLARSHIP.** — (First Class) — W. J. Attwood, W. B. McGilvery, H. C. McKenna, J. L. Margot. (Third Class) — F. Hale, K. G. Baker, C. H. Clapp, S. Bates, C. H. Gove, H. Morrison, A. Collamore, L. A. Hermann, W. E. Brown.

**FOR DEPORTMENT AND FIDELITY.** — (First Class) — W. M. Bassett, M. Mardikian, W. E. Wall, F. J. Jones, S. D. Powers. (Second Class) — A. Rosenthal, J. W. Calnan, J. P. Hermann, D. E. Gibbons, W. I. Palmer, H. S. Dame. (Third Class) — M. Cline, P. F. O'Brien, E. S. Roche, jr., W. G. Ball, R. Silverman, J. S. L. Cross, R. E. Gould, W. J. McConnell, W. R. Dallow, J. W. Scanlon.

## DIPLOMAS OF GRADUATION, 1898.

## NORMAL SCHOOL.

*Girls.*

Susan E. Abbot,  
 Mary B. Adams,  
 Lillian Alley.  
 Ida H. Ayers,  
 Blanche L. Bachelder,  
 Elizabeth C. Bunker,  
 Corinna Barry,  
 Ella M. Bigsby,  
 Mary W. Bonython,  
 Ethel A. Borden,  
 A. Gertrude Bowker,  
 F. Maud Briggs,  
 Gertrude F. Briggs,  
 Florence L. Brinkerhoff,  
 Grace M. Broaders,  
 Florence O. Brock,  
 Florence E. Bryan,  
 Elizabeth G. Burke,  
 Emma J. Burke,  
 Eleanor C. Butler,  
 Mary F. Callahan,  
 Jennie E. Chellman,  
 Alice C. Clapp,  
 Alice F. Connell,  
 Katharine L. Connell,  
 Lillian E. Cronin,  
 Helen A. Crosbie,  
 Theresa Currie,  
 Alice E. B. Dockham,  
 Mary E. Donnelly,  
 Elizabeth S. Downs,  
 Ethel M. Fales,  
 Annie M. F. Farrell,  
 Laura D. Fisher,  
 Josephine FitzGerald,  
 Carolyn M. Fletcher,  
 Catherine G. Foley,  
 Madeline A. Foppiano,  
 Violet O. Frederick,  
 Mary E. Garrity,  
 Katherine E. Goode,  
 Eliza D. Graham,  
 Anna J. Griffin,  
 Grace L. Griffiths,  
 Alice M. Haggerty,  
 Annie H. Haley,  
 Florence M. Halligan,  
 Lida J. Hamilton,  
 Grace Hammond,  
 Mary C. Hannon,  
 Clara L. Haynes,  
 Annie H. Holbrook,  
 Alice G. Hosmer,  
 N. Louise Huff,  
 Henrietta F. Johnson,  
 Eleanor M. Jordan,  
 Anna T. Kelley,  
 Ellen E. Kelly,  
 Mary F. Keyes,  
 Alice G. Lincoln,  
 Mabelle E. Lounsbury,  
 Mary G. Lyons,  
 Bessie C. MacBrine,  
 Mary F. Magrath,  
 Mary C. Maloy,  
 Regina C. McCabe,  
 Belle G. McCollough,  
 Mary L. McCollough,  
 Sarah B. McGinn,  
 Laura W. Montague,  
 Anna E. Neal,

Carolyn I. Neal,  
 Gertrude Newman,  
 Anna T. Nolan,  
 Dorothy A. O'Reilly,  
 Marion L. Owen,  
 Margaret A. Page,  
 Elsie M. Paul,  
 Frances L. Peck,  
 G. Caroline Penchard,  
 Ruth Perry,  
 Elizabeth R. Phelan,  
 Cora L. Pickering,  
 Margaret E. Quinn,  
 Helen DeS. Regan,  
 Mary A. Ryan,  
 Fannie B. Sanderson,  
 Gertrude V. Sharp,  
 Clara B. Shaw,  
 Annie M. Smith,  
 Helena D. Smith,  
 Florence A. Stone,  
 Minnie E. Sutherland,  
 Helen F. Tarpey,  
 Blanche E. Thayer,  
 Alice V. Tuttle,  
 Anna K. Vackert,  
 Mary G. Welch,  
 Henrietta C. Wort,  
 Annie M. Zbrosky,  
 Annie L. Ziersch.

## PUBLIC LATIN SCHOOL.

*Boys.*

William P. Boardman,  
 Frederick R. Bolster,  
 John F. Burns,  
 Edward J. Carey,  
 Guy E. Carleton,  
 William D. Carleton,  
 William F. Costello,  
 Samuel F. Crowell,  
 Joseph F. Denney,  
 Edward J. Denning,  
 Eugene M. Dunbar,  
 Albert Ehrenfried,

Louis J. Elsas,  
 Herman T. Fick,  
 William J. F. Frazer,  
 Theodore L. Frost,  
 Robert M. Green,  
 Reuben J. Hall,  
 David P. Hayes,  
 Everett B. Horn,  
 Charles A. Hosmer,  
 Charles E. Jackson,  
 Edward W. C. Jackson,  
 Vincent A. Keenan,  
 Gerald F. Loughlin,  
 Francis P. Lynch,  
 Bergan A. Mackinnon,  
 Edward J. Mahoney,  
 John J. Maloney,  
 Herbert L. Marshall,  
 Walter J. Mayers,  
 John A. McAleer,  
 Charles L. Moran,  
 James A. Munroe,  
 Herbert A. Noone,  
 Edward F. O'Dowd,  
 Raymund E. Paine,  
 Allan M. Pope,  
 Paul V. Rouke,  
 Warren A. Seavey,  
 Walter Shuebruk,  
 Wilbur H. Snow,  
 Charles S. Stanton,  
 William J. Tarpey,  
 Ernest B. Watson,  
 Plumer Wheeler,  
 Allan H. Whitman,  
 Robert B. Whitney,  
 Edward W. Whorf.

## GIRLS' LATIN SCHOOL.

Rosalie Y. Abbot,  
 Rachel Berenson,  
 Blanche Bonnelle,  
 Helen C. Bunker,  
 Gertrude Y. Cliff,  
 Gertrude Daily,

Bessie L. Davidson,  
 Minnie M. Dawson,  
 Mary E. Fiske,  
 Elizabeth Forbes,  
 Helen M. Frost,  
 Marjory L. Gilson,  
 Eva L. Gould,  
 Mary H. Hall,  
 Glenda M. Heath,  
 Helen M. Knight,  
 Marion P. Littlefield,  
 Vera W. Littlefield,  
 Delia D. MacDonald,  
 Alice G. Maher,  
 Florence L. Moore,  
 Martha Packard,  
 Ethel M. Power,  
 Alice L. Slack,  
 Eleanor W. Smith,  
 Edith L. Spencer,  
 Frankie E. Sullivan,  
 Ruth E. Thomas,  
 Winona Tilton,  
 Elizabeth W. Torrey,  
 Frances W. Valentine,  
 Rosamonde C. Waite,  
 Marion B. Webb,  
 Laura A. Wood.

## BRIGHTON HIGH SCHOOL.

## FOURTH-YEAR CLASS.

*Boys.*

James E. Campbell,  
 John K. Leonard.

*Girls.*

Lina K. Eaton,  
 Teresa R. Flaherty,  
 Ella F. Grafton,  
 Helen Hopkins,  
 Annie L. Huke,  
 Helen A. Meserve,  
 Louise C. Meyers,  
 Leila M. Nicholl,

Mary F. Pierce,  
 Bertha I. Raymond,  
 Alice M. Robbins,  
 Lillian L. Sargent,  
 Louise T. E. Waterman,  
 Bertha L. Zoller.

## THIRD-YEAR CLASS.

*Boys.*

William F. Brennan, jr.,  
 Charles N. Cunningham,  
 Walter A. Lambert,  
 William C. Lounsbury,  
 Frederick F. Mattison,  
 John J. Murphy,  
 Curtiss W. Shaw,  
 James K. Tracy,  
 Charles H. Wainwright,  
 William B. Wall.

*Girls.*

Frances Baker,  
 Katherine G. Bresnahan,  
 Helen E. Brock,  
 Berenice P. Edmands,  
 Mary G. Finnegan,  
 Julia A. Flaherty,  
 Helen A. Fleming,  
 Lois W. Gray,  
 Mary S. Gray,  
 Ida L. Hamilton,  
 Florence E. Heath,  
 Eva R. Jackson,  
 Elizabeth M. Keefe,  
 Helen M. MacLachlan,  
 Caroline H. Moore,  
 Mabel B. Newcomb,  
 Gladys M. Rose,  
 Ethel L. Sawyer,  
 Marie L. Small,  
 Mary F. Stratton,  
 Emily B. Travis,  
 Gertrude E. Weatherby,  
 Lucy C. Wells,  
 Nancie E. Wilson.

CHARLESTOWN HIGH  
SCHOOL.

## FOURTH-YEAR CLASS.

*Boys.*

Otis H. Clark,  
Theodore A. Finn,  
Charles H. Ford.

*Girls.*

Faustina M. Allen,  
Bertha M. Brackett,  
Gertrude A. Coleman,  
Mary E. Coveney,  
Mary B. Crowley,  
Mary J. Cullen,  
Gertrude M. Horrigan,  
Florence B. Lathrop,  
Mary V. Maguire,  
Anastasia F. Murphy,  
Julia A. Murphy,  
Ellen F. Neagle,  
Helen W. O'Keefe,  
Lucy M. Smith,  
Louise P. Stowell,  
Minnie L. White.

## THIRD-YEAR CLASS.

*Boys.*

John E. Bean,  
Edmund B. Bradford,  
James W. Burrows,  
Milford W. Chamberlain,  
Fred E. Coates,  
Charles W. Coleman,  
Valentine Greene,  
Charles B. Johnson,  
George W. Leach,  
Daniel T. McLaughlin,  
William C. Meloy,  
William J. Sweeney,  
Thomas W. Tierney,  
George E. Whitehouse.

*Girls.*

Mary F. Bolan,

Anna A. Boles,  
Lucy M. Burrows,  
Graee L. Byrnes,  
Lydia M. Chapman,  
Mary M. Crane,  
Elizabeth B. Crowley,  
Helen M. Dearborn,  
Bertha F. Dodge,  
Emeline M. Getchell,  
Frances Haskin,  
Annie M. Herlihy,  
Sara F. Hooper,  
Christine G. Long,  
Kathleen St. C. Macdonald,  
Mary E. C. Maguire,  
Alice M. McAuley,  
Elizabeth L. McCarthy,  
Lila N. Merrill,  
Mary L. Murphy,  
Mary Nolan,  
Helen A. O'Neil,  
Johanna J. O'Neil,  
Jennie L. Quirk,  
Lotta G. Reed,  
Edna M. Seavey,  
Eva G. Sprague,  
Maud S. Stevens,  
Alice M. Sullivan,  
Esther F. Sullivan,  
Mary L. Sullivan,  
Mabel W. Thayer,  
Frances E. Vinton,  
Ethel B. Webster,  
Carrie M. Wellington,  
Georgie C. Young.

## DORCHESTER HIGH SCHOOL.

## FOURTH-YEAR CLASS.

*Boys.*

Ernest B. Chaffee,  
Leopold S. Hamburger,  
George L. Hayes,  
Charles H. Hickey,  
Clifford L. Phillips,  
John F. Seannell.

*Girls.*

Ethel L. Babcock,  
 Ellen A. Barry,  
 Louise A. Carven,  
 Katherine R. Haley,  
 Lillian T. Hannon,  
 Marion A. Howe,  
 Mabel M. Jenness,  
 Hortense A. Lonergan,  
 Clara A. Malloch,  
 Grace L. Malloch,  
 Mary T. McLaughlin,  
 Katherine V. Rowe,  
 Edith A. Savage,  
 Lillian M. Smith,  
 Lavinia E. Stewart.

## THIRD-YEAR CLASS.

*Boys.*

Abraham Blumenthal,  
 James H. Carey,  
 Lester M. Corey,  
 William Donovan,  
 Rollin H. Fisher,  
 Michael F. Glynn,  
 William W. Hall,  
 Percy D. Hamilton,  
 Arthur H. Hutchinson,  
 Arthur W. Kirkpatrick,  
 Clark R. Lincoln,  
 William A. Millard,  
 Timothy F. Murphy,  
 Lawrence W. Newell,  
 Walter D. Reid,  
 Benjamin H. Ring,  
 Philip R. Spargo,  
 Sidney A. Storer,  
 Carl F. Wasserboehr,  
 Fred M. Woodard,  
 Arthur L. Young.

*Girls.*

Alice F. Adams,  
 Olga M. Anderson,

Frances A. Austin,  
 Catherine J. Barry,  
 A. Ethel Belcher,  
 Melora T. Bufford,  
 Blanche Burdick,  
 Edith L. Corey,  
 Mary B. Dacey,  
 Margaret E. Daley,  
 Anna G. Desmond,  
 Blanche G. Dinsmore,  
 Anna C. Dwyer,  
 M. Frances Edwards,  
 Mary O. Folsom,  
 Sadie B. Gilpatrick,  
 Annie K. Graham,  
 Amy D. Lefavour,  
 Alice M. Maekin,  
 Mary J. McCarthy,  
 Mary M. McLaughlin,  
 Alice R. Merrick,  
 Jessie L. Nolte,  
 Gertrude E. Phipps,  
 Josephine L. Pickett,  
 Caroline A. Robson,  
 Ella W. Smith,  
 Catherine A. Sullivan,  
 Elizabeth M. Sullivan,  
 Mary A. Watson.

## EAST BOSTON HIGH SCHOOL.

## FOURTH-YEAR CLASS.

*Boys.*  
 Morris Goldenberg.

*Girls.*

Clara H. Allen,  
 Florence M. Bertram,  
 Gertrude L. Fitzgerald,  
 Margaret M. A. Kennedy,  
 Anna Meyer,  
 Helen G. Russell,  
 Alice D. Strong.

## THIRD-YEAR CLASS.

*Boys.*

Thomas F. Burke,  
 Louis S. Cates,  
 Charles H. Conant,  
 Norman S. Cook,  
 Aubrey G. Gilmore,  
 Ralph E. Main,  
 Gyula F. Manson,  
 Ralph C. McPherson,  
 Frederick A. Moreland,  
 Arthur T. Nelson,  
 Josiah E. Reid,  
 Walter H. Simpson.

*Girls.*

Clara B. Cochran,  
 Benlah H. Cone,  
 Annie C. Deering,  
 Bertha M. Dows,  
 Harriet L. Ellsworth,  
 Miriam G. Fletcher,  
 Lillian G. Hayes,  
 Gertrude M. Hooper,  
 Mary A. G. Jones,  
 Mabel L. Josselyn,  
 Rhoda Lande,  
 Margaret Leahy,  
 Sadie M. Lounsbro,  
 Augusta McKie,  
 Katharine McPhee,  
 Elizabeth R. Morrison,  
 Sarah C. Needham,  
 Lillian S. Ray,  
 Bertha I. Rumney,  
 Gertrude M. Sias,  
 Stella W. Sprague,  
 Katherine Sullivan,  
 Louise Taylor,  
 Emma C. Yeaton.

## ENGLISH HIGH SCHOOL.

## FOURTH-YEAR CLASS.

*Boys.*

Irving E. Adams,

William P. Arnold,  
 Joseph Ascher,  
 Adrien C. Borden,  
 James H. Brown,  
 Robert V. Brown,  
 Isidore Buxbaum,  
 Antonio A. Capotosto,  
 David C. Chittenden,  
 Charles L. Christiernin,  
 Lawrence F. Cook,  
 John L. Dahl,  
 Walter A. Davis,  
 Albert B. Fopiano,  
 Thomas F. Ford,  
 Louis Greenburg,  
 Fred P. Hastings,  
 Arthur A. Jackson,  
 Cyrus C. Lewis,  
 Paul H. Linehan,  
 Horace G. MacDougall,  
 Benjamin E. McKechnie,  
 Charles F. Mills,  
 Van I. Nettleton,  
 Louis J. Peyser,  
 Philip Seaver,  
 Paul C. Shipman,  
 Abraham Silverman,  
 Charles P. Tolman,  
 John W. Wadleigh,  
 Arthur F. Whitten.

## THIRD-YEAR CLASS.

*Boys.*

Henry G. Allbright, jr.,  
 Arthur B. Allen,  
 Robert C. Andrew,  
 Cornelius G. Attwood,  
 William J. Atwood,  
 Louis G. Bachner,  
 William R. Bacon,  
 William M. Bassett,  
 Alexander M. Berger,  
 Richard L. Birmingham,  
 Robert A. Bletzer,  
 Frederic L. Bogan,

Archibald R. Briggs,  
Harry Brooks,  
Henry W. Buhler,  
James A. Burgess,  
William F. Butler,  
William G. Cadigan,  
Matthew J. Callahan,  
Walter F. Canavan,  
Robert S. Carmichael,  
Carl S. Chace,  
Franklin M. Chace,  
G. Emory Chellman,  
Clifford B. Clapp,  
Lucius W. Cleaves,  
James H. Coffey,  
Samuel N. Cohen,  
Edward P. Connelly,  
Harry F. Crosby,  
Charles H. Curtis,  
Matthew J. Dacey,  
Frederic A. Dakin,  
Francis A. Daly,  
John A. Darling,  
Alden K. Dawson,  
Louis R. Devoto,  
Henry J. Dixon,  
William H. Doherty,  
Thomas F. Dolan,  
James T. Doyle,  
Frank S. Drown,  
George L. Ellsworth,  
Roscoe E. Estes,  
H. Arthur Everett,  
Harold C. Everett,  
George A. Farren,  
Edward K. Femo,  
Ephraim Finkelstein,  
Thomas J. Fitzgerald,  
Jesse D. Flaherty,  
Frederick M. Foley,  
Julius R. Fontaine,  
Chester L. Fuller,  
John A. Gargan,  
Patrick A. Gargan,  
Rowe A. Gladwin,

David M. Goldstein,  
Edward H. Goodrich,  
Eliot Granger,  
Abraham Green,  
Arthur P. Hall,  
Frank A. Hamilton,  
Angus R. Hammond,  
William C. Harty,  
George S. Hathaway,  
John B. Hebbard,  
John J. Hennessy,  
Morris M. Hermann,  
Elmer M. Hervy,  
Charles A. Hunnefeld,  
John J. Hurley,  
Herbert J. James,  
Stephen O. Jellerson,  
Charles S. Johnson,  
George A. Johnson,  
Frederick E. Johnston,  
Francis J. Jones,  
James S. Keane,  
George B. Kelter,  
John A. Kilroy,  
Eliot W. Knight,  
Jacob F. Krokyn,  
Abraham Leventall,  
Albert E. Levin,  
Harry V. Linehan,  
Edward A. Long,  
Roy M. Lothrop,  
Horace J. Macintire,  
Walter A. Maloy,  
Henry Manley, jr.,  
Clifford B. Manuel,  
Megerdich Mardikian,  
Julius L. Margot,  
Walter M. Marston,  
Jack L. Martin,  
Stuart F. Martin,  
William H. Mayo,  
Charles H. McAfee,  
William V. McCabe,  
Eugene J. McCarthy,  
Bradley A. McCausland,

Charles W. McDermott,  
 William B. McGilvery,  
 Frank J. McGonagle,  
 Henry C. McKenna,  
 Joseph J. Meehan,  
 William F. Mohan,  
 J. Frederick Mooney,  
 Henri C. Morand,  
 Leon E. Morton,  
 Matthew Muckenstrum, jr.,  
 Abraham Myerson,  
 Francis W. Newhall,  
 Cornelius D. O'Brien,  
 Thomas F. O'Connor,  
 Harold J. O'Doherty,  
 John D. O'Reilly,  
 George M. Parker,  
 Harry Pearson,  
 Joseph L. Porchella,  
 S. Dewey Powers,  
 John A. Prohaska,  
 Arthur D. Quimby,  
 George J. Riley,  
 S. Joseph Ripley,  
 Samuel Robinson,  
 Maurice T. Romanow,  
 Arthur D. Ronimus,  
 Joseph P. Seanlon,  
 Aaron Schwartz,  
 Ernest L. Seavey,  
 T. Sherwin Spinney,  
 Albert W. Stetson,  
 Thomas J. Sullivan,  
 Wilmont L. Swift,  
 Willard C. Tannatt, jr.,  
 Frederick W. Thielscher,  
 Charles E. Thornton,  
 Mark Tishier,  
 William E. Wall,  
 James Watson,  
 Fred O. Watt,  
 C. Edward Wescott,  
 Frank J. Weston,  
 Walter M. Whiting,

Arthur Willis,  
 Reuben S. Wyner.

## GIRLS' HIGH SCHOOL.

## FOURTH-YEAR CLASS.

Edith A. Beckler,  
 E. May W. Best,  
 M. Josephine Blaisdell,  
 L. Satenig Bogdasarian,  
 S. Lillian M. Briggs,  
 Mary C. Brine,  
 Margaret A. Bryan,  
 Gertrude F. Buckley,  
 Adelaide E. Burke,  
 Mary G. Cahill,  
 Helen R. Campbell,  
 Lillian Canavan,  
 Teresa L. Carlin,  
 Nellie M. Collins,  
 Edith N. Connor,  
 Ellen M. Cronin,  
 Llora R. Culver,  
 Elizabeth Cushing,  
 Florence L. Dacy,  
 Carolena M. R. DeFabritiis,  
 Lula J. Drake,  
 Henrietta Eichler,  
 Ellen K. Eichorn,  
 Marie C. Epple,  
 E. Carolina Ernst,  
 Annie E. Fisher,  
 Gertrude G. Fitzpatrick,  
 Welthea L. Ford,  
 Ethel A. Fosdick,  
 Annie R. Gibbons,  
 Blanche I. Goell,  
 Idella L. Hamlin,  
 Anna J. Harmon,  
 Beulah C. Hill,  
 Katharine T. A. Hogan,  
 Lola C. Holway,  
 Mabel F. Hughes,  
 E. Gertrude Hutchinson,  
 Alice G. Johnson,

Gertrude M. Kendall,  
 Emma V. Kennedy,  
 Helen F. Kenney,  
 Margaret M. Kenney,  
 Lucinda R. Kinsley,  
 Ethel Lindgreen,  
 Katharine T. Lyons,  
 Annie E. McCormick,  
 Agnes L. McMahan,  
 Margaret T. McManus,  
 Margaret V. McManus,  
 Mary R. McNamara,  
 Mary T. Melia,  
 Gertrude E. Merrill,  
 Mary F. Montrose,  
 Agnes G. Nash,  
 Frances A. Nolan,  
 Elizabeth W. O'Connor,  
 Klara J. Olsson,  
 Catherine S. Parker,  
 Mary F. Parker,  
 Ethel H. Pendleton,  
 Josephine D. Perry,  
 Grace M. Plummer,  
 Isabel P. Reagh,  
 Florence M. Robinson,  
 Annie G. Shay,  
 Elida J. Simming,  
 Ida V. Smith,  
 Adelaide R. Tavener,  
 Mary Taylor,  
 Caroline E. Thompson,  
 Lillias M. Thomson,  
 Jessie Tishler,  
 Ethelyn A. Townsend,  
 Helen G. Weaver,  
 Bessie F. Wiswell,  
 Mizpah B. Zewicker.

## THIRD-YEAR CLASS.

Marrimetta M. Akins,  
 Greta Allen,  
 Augusta L. Anderson,  
 Hilma J. V. Anderson,  
 Edith B. Arey,

Jennie W. Ayers,  
 Marion E. Babcock,  
 Frances H. Barrett,  
 Josephine M. Barrett,  
 Katherine E. Barrett,  
 Ruth C. Barry,  
 Emma F. Binford,  
 Eunice C. Blaney,  
 Cecilia F. Brawley,  
 M. Loretta Brick,  
 Willena E. Browne,  
 Annie F. Cashin,  
 Lucy J. Clapp,  
 Mary T. Clarke,  
 Celia Cohen,  
 Mary E. Colahan,  
 Elizabeth M. Comerford,  
 Winifred O. Costello,  
 Ellen L. Coughlan,  
 Mary L. Coy,  
 Leona N. Crowell,  
 Alice C. Cummings,  
 C. Agnes Dailey,  
 Loretto Daily,  
 Mary E. Davin,  
 Dorothy Dean,  
 Gertrude E. Devine,  
 Anna T. Dinand,  
 Agnes F. Duffin,  
 Marion Eaton,  
 Ethel M. Egan,  
 Mabel B. Elderkin,  
 N. Jeannette Fay,  
 S. Theodosia Folsom,  
 Linda S. Fraser,  
 Ida M. Gilcrease,  
 Sarah A. Ginn,  
 Annie L. Gorman,  
 Margaret A. Gray,  
 Jennie P. Grose,  
 Mary J. Haggerty,  
 Theresa S. Haley,  
 Marion G. Hall,  
 Edith J. Hamlin,  
 Margaret E. Hart,

Mary F. Hartnett,	Louise P. Moltedo,
Edith Haskell,	Nellie S. Morris,
Katharine S. Haskell,	Margaret A. Murphy,
Flora Hendrie,	Eleanor E. Murray,
Agnes H. Heywood,	Florence E. Newton,
Amy S. Higgins,	Margaret M. C. O'Brien,
Margaret L. Higgins,	A. Gertrude O'Bryan,
Edna M. Hilton,	Elizabeth M. O'Donnell,
Clara E. Hodgkins,	Mary O'Driscoll,
Edith M. Holway,	Florence Ourish,
Anna M. Horsford,	M. Adelle Parker,
Helen R. Hurley,	Stella M. Pitcher,
Mary A. Hurley,	Mary R. Pope,
Dora M. Ingalls,	Jessie L. Puffer,
Annie C. Isaacs,	Laurania C. Ray,
Charlotte E. Johnson,	Helen A. Robinson,
Johnina M. Johnson,	Alice E. Roche,
Helen G. Karins,	Norah E. Rosenworth,
Anna E. Keaney,	Rachel Rosnosky,
Clara L. Keiffer,	Susan T. Schenck,
G. Beatrice Kelly,	Ellen A. E. Schultz,
Frances G. Keyes,	Anna B. Scott,
Bessie E. Lambirth,	Edith E. A. Scott,
Alice E. Leavens,	Blanche Seldner,
Myrtle M. C. Linkletter,	Caroline A. Shay,
Bertha G. Linnehan,	Mary E. Shepherd,
Mary L. Logan,	Gertrude Shine,
Mabel L. Loker,	Gertrude W. Simpson,
Margaret A. Lyons,	Evelina V. Slack,
Mary T. Lyons,	Blanche V. Smith,
Louise D. Macarthy,	Helena R. Solomon,
Ruby MacDonald,	Edna G. Spitz,
Grace E. Manson,	Margaret E. Stack,
Mary G. Martin,	Mabel L. Stearns,
Ellis Marzynski,	Florence M. Stevens,
Bernedette G. Masterson,	Edna D. Stoddard,
Elizabeth V. McDermott,	Minnie E. Stone,
Rachel M. McElroy,	Ruth Swanson,
Alice McGillicuddy,	Helen Taylor,
Helen T. Mellyn,	Ruth A. Taylor,
Mary E. Merritt,	Irene A. A. Thompson,
Susie F. Metzger,	Annie R. Toye,
Hattie A. Mills,	Susie S. Viles,
Edna B. Mitchell,	Bessie A. Vorenberg,
Lucy F. Mohan,	Margaret F. H. Walsh,

Helen S. Webb,  
 Florence L. Wetherbee,  
 Marion R. Weymouth,  
 Grace E. Whitney,  
 Rose Williams,  
 Agnes N. Winslow,  
 Grace E. Winsor,  
 Alice S. Woodman.

MECHANIC ARTS HIGH  
 SCHOOL.

FOURTH-YEAR CLASS.

*Boys.*  
 Arthur C. Clapp,  
 Francis A. Nagle.

THIRD-YEAR CLASS.

Harry W. Andrews,  
 Frank W. Blair,  
 Charles Boardman,  
 Francis V. Bulfinch,  
 Hemenway C. Bullock,  
 Joseph L. Connell,  
 John M. Cummings,  
 Edward R. Doherty,  
 Charles H. Fitch,  
 Carl B. Gibson,  
 William A. Harty,  
 George H. Holmes,  
 Wilbert H. Jefferson,  
 Joseph F. Kleh,  
 Adolph B. L. Linberg,  
 Herbert S. May,  
 Harold S. Perkins,  
 William F. Quigley,  
 Sydney H. Riley,  
 Reuben T. Robinson,  
 Richard W. Shagg,  
 Francis F. H. Smith,  
 Henry E. Stillings,  
 John R. Story, jr.,  
 Daniel J. Sullivan,  
 Charles E. Young, jr.

ROXBURY HIGH SCHOOL.

FOURTH-YEAR CLASS.

*Boys.*  
 Arthur F. Baker,  
 Walter F. Baker,  
 E. Webster Hadcock,  
 George W. Hinckley,  
 Charles F. Lander,  
 Felix Mullaly,  
 Charles E. Young.

*Girls.*

Grace F. Ansart,  
 Annie B. Atkinson,  
 Florence A. Beal,  
 Edith F. Boyden,  
 Athelston Brandt,  
 Grace G. Brooke,  
 Carolyn O. Butler,  
 Emma G. Capewell,  
 Ethel K. G. Cederstrom,  
 Grace R. Clark,  
 Elizabeth G. Devney,  
 Gertrude W. Doyle,  
 Ethel M. Elliott,  
 Grace E. Fall,  
 Alice B. Fee,  
 Elizabeth M. Finneran,  
 Carrie E. Fox,  
 Nellie L. Franklin,  
 Martha W. Haskins,  
 Anne C. Hodges,  
 Ethel J. Holway,  
 Marie G. Howard,  
 Florence H. Howe,  
 Louise C. Hunt,  
 M. Lilian Johnson,  
 Katharine C. Kelley,  
 Pearl G. Kennedy,  
 Elizabeth T. Lavey,  
 Mignon M. Lothian,  
 Julia T. Maloy,  
 Ethel A. Patterson,  
 Annie N. Peirce,

Margarethe M. Smith,  
 Mary L. Thayer,  
 Lilian A. L. Truesdale,  
 Bessie S. Tweed,  
 Deborah Van Noorden,  
 Mary L. Wiggin.

## THIRD-YEAR CLASS.

*Boys.*

Olney Anthony,  
 Edward M. Ayer,  
 Charles H. Baker,  
 Draper C. Bartlett,  
 Ernest H. Brooke,  
 Patrick W. Carey,  
 William J. Clark,  
 Francis H. Coleman,  
 Charles H. Covell,  
 Trevor A. Dean,  
 William S. Edwards,  
 Paul H. Elms,  
 John B. Fallon, jr.,  
 James W. A. Fries,  
 Walter J. Gill, jr.,  
 Charles S. Gordon,  
 William A. Johnson,  
 William E. Kavenagh,  
 George Lent,  
 Lorin E. Lewis,  
 Franklin E. Low,  
 James A. Mitchell,  
 Frank J. Moriarty,  
 Michael J. Morris,  
 Hazen C. Needham,  
 John J. O'Brien,  
 Frederick A. Olmsted,  
 James P. Oppenheim,  
 Harold W. Pike,  
 Robert P. Ramsey,  
 Clifford G. Rounsefell,  
 Frank C. Ryder,  
 Arthur E. Sanford,  
 Marius Schoonmaker,  
 Frank R. Sedgley,  
 Charles E. Shay,

Hyman I. Slutski,  
 Arthur E. Swan,  
 Charles F. Underhill,  
 Fred H. Wetherald,  
 Arthur E. Wood.

*Girls.*

Sarah L. Abbott,  
 Hazel G. Alden,  
 Katharine L. Andrews,  
 Lillian W. Austin,  
 Martha T. Baker,  
 A. Adelaide Bunker,  
 Georgie C. Blish,  
 Grace E. Bouteille,  
 Stella M. Brady,  
 Mary Burkhardt,  
 Alice J. Carney,  
 Marie G. Clark,  
 Nellie M. Clark,  
 Alice E. Cleaves,  
 Fannie F. Clement,  
 Hortense Cobb,  
 Emily H. Copeland,  
 Laura F. Curry,  
 Lillian C. Cutten,  
 Gertrude J. Devitt,  
 Lillian M. Dornbach,  
 Margaret M. Dornbach,  
 Ethel K. Downter,  
 Josephine Dunham,  
 Sarah J. Fallon,  
 Julia E. Finnerty,  
 Helen T. Foley,  
 Mandie Friedman,  
 Sarah C. Frost,  
 Gertrude L. Gavin,  
 Nina M. George,  
 Mina L. Goehl,  
 Jennie M. Good,  
 Bessy M. Gove,  
 Florence M. Hoagland,  
 Ethel P. Hobbs,  
 Esther Y. Jacobs,  
 Florence A. Jacobson,

Edith C. Johnson,  
 Harriet L. Jones,  
 Katharine A. Kelleher,  
 Ethel M. Kent,  
 Jessie G. Kinney,  
 Helen A. Lancaster,  
 Edith C. Libby,  
 Dora E. McCarty,  
 A. Louise McGarty,  
 Mabel B. Morrill,  
 Gertrude T. Mortimer,  
 Effie M. Page,  
 Emma M. Pearson,  
 Alice M. Pettigrew,  
 M. Florence Pettigrew,  
 Bertha E. Richardson,  
 Mary L. Richardson,  
 Madelaine S. Rowe,  
 Alice G. Sheenan,  
 Caroline M. Sproul,  
 Anna M. Stevens,  
 Ida J. Strupney,  
 Ethel M. Sutherland,  
 Viola O. Swartzenberg,  
 Sadie C. Towle,  
 Florence Waddington,  
 Gussie M. Wadman,  
 Snsie V. Waterman,  
 Sarah Weber,  
 Miriam A. Weiler,  
 Elsie M. Wein,  
 Marion O. Whitcomb,  
 Grace J. White,  
 Charlotte L. Wilber.

WEST ROXBURY HIGH  
 SCHOOL.

FOURTH-YEAR CLASS.

*Boys.*

Arthur C. Faxon,  
 Harry J. FitzSimmons.

*Girls.*

Sarah B. Cashion,

Elizabeth G. Cunningham,  
 Nellie G. Dolan,  
 Marie R. Ernst,  
 Eleanor B. Jamison,  
 Josephine G. Lally,  
 Mary A. McKinlay,  
 Edith W. Nelson,  
 Bertha S. Nichols,  
 Alice L. Reed,  
 Elsa W. Regestein,  
 Rachel F. Riley,  
 Charlotte E. Romer.

THIRD-YEAR CLASS.

*Boys.*

Albert M. Davis,  
 Arthur Forbes,  
 Theodore C. Gates,  
 James L. Keleher,  
 Arthur Long,  
 Henry N. McKay,  
 Robert E. Thomas,  
 Arthur O. York.

*Girls.*

A. Louise Aplin,  
 Lillian M. Bigelow,  
 Blanche J. Blocklinger,  
 Mabel B. Chamberlin,  
 Alice M. Chenery,  
 Bertha Crane,  
 Benlah Crane,  
 Elizabeth E. Curley,  
 Emma L. Dahl,  
 M. Estella Davis,  
 May A. Devenny,  
 Henrietta T. Fild,  
 Lena M. Fiske,  
 Sarah A. FitzSimmons,  
 Marguerite P. Fossett,  
 Jennie A. Hanrahan,  
 Mary E. Hutchins,  
 Winifred T. Leonard,  
 Mary Lithgow,  
 Carrie Longee,

Anna L. Maguire,  
 Florence C. Meehan,  
 Evelyn F. Murphy,  
 Elizabeth G. Nelson,  
 Laura O. Nicholson,  
 Margaret V. Norton,  
 Stella M. Parker,  
 Marion L. Peabody,  
 Georgia M. Rodick,  
 Nellie J. Saxton,  
 Mary Shaughnessy,  
 Hilda G. Watkins,  
 Katherine A. Welch,  
 Blanche E. Whiting,  
 F. Elizabeth Widmer,  
 Ethel C. Worth.

## ADAMS SCHOOL.

*Boys.*

William H. Ahern,  
 Arthur T. Anderson,  
 Frank W. Anderson,  
 John M. Burke,  
 William H. Foster,  
 Ronan C. Grady,  
 Gustaf J. Gustafson,  
 Maurice I. Himelhoch,  
 Oscar Johnson,  
 Wesley R. Maun,  
 David Rines,  
 Arthur F. Wilson.

*Girls.*

Gertrude A. Burke,  
 Ida J. Colson,  
 Margaret E. Dixon,  
 Ella V. Foulkes,  
 Jessie E. Foulkes,  
 E. Elmira Hancock,  
 Katharine J. McLaughlin,  
 Mary Odence,  
 Frances M. Schupbach,  
 Ellen J. Shields,  
 Harriet V. Smith,

Bertha G. Westerburg,  
 Isabella Wilson,  
 Harriet L. Worthley.

## AGASSIZ SCHOOL.

*Boys.*

Charles R. Adams,  
 Richard L. Adams,  
 Louis C. Ayers,  
 Edward J. Bleiler,  
 Henry Brebner,  
 Henry A. Buff,  
 Thomas H. Cassin,  
 Christopher J. Chisholm,  
 Eugene W. Clark, jr.,  
 William P. Conner,  
 William C. Connolly,  
 Samuel J. R. Cooper,  
 William C. Coulsey,  
 J. C. Francis C. DeLeon,  
 Harry C. Dolan,  
 Thomas E. Doyle,  
 William J. Doyle,  
 Paul Edwards,  
 John D. English,  
 Richard J. English,  
 Chester W. Fagin,  
 William F. Fallon,  
 Walter Finigan,  
 F. William Gerlach,  
 James M. Graham,  
 Henry W. Hart, jr.,  
 Edgar L. Hartshorne,  
 Leo W. Hneggel,  
 Frank N. Huxley,  
 George J. Knapp,  
 Frank H. Kornatis,  
 Andrew J. Lacey,  
 William G. Leonard,  
 Bernhard F. Listemann,  
 Coval H. Liverpool,  
 Edward B. Locke,  
 Frederick J. McLaughlin,  
 J. Francis McMorrow,

John McNulty,  
 Albert W. Meyer,  
 Robert M. Morton,  
 George F. Mullen,  
 Eben H. Murray,  
 Thomas A. Nolan,  
 Edward J. Patterson,  
 John W. Patterson, jr.,  
 Grover C. Proctor,  
 Stanley S. Rand,  
 Percival A. Randlett,  
 Francis B. Riley,  
 Edward A. Rowen,  
 Fred J. Sauer,  
 Howard E. Seavers,  
 Alfred E. Shaw,  
 Joseph Siskind,  
 Gaven Sizer,  
 Joseph B. Smith,  
 Paul W. Smith,  
 William Strauss,  
 Ralph W. Tolman,  
 J. Walter Towler,  
 Thomas A. Travers,  
 Max Van Hall,  
 Edwin L. Weisopf,  
 Roger T. White.

## BENNETT SCHOOL.

*Boys.*

Charles D. Bigelow,  
 Rudolf Burrough,  
 William Camack,  
 James H. Canney,  
 Edwin W. Corey,  
 Edward F. Downs,  
 Albert L. Gardner,  
 Thomas J. Gargan,  
 Harold D. Goodenough,  
 Martin M. Ivory,  
 James A. Maguire,  
 Henry M. McBride,  
 Henry F. McInerney,  
 John P. O'Hara,

Bernard D. O'Keefe,  
 Maurice O'Keefe,  
 Robert A. Patterson,  
 Roy M. Pulson,  
 William J. Ready,  
 Harry E. Scott,  
 William J. Sheppard,  
 Thomas E. Stevenson,  
 Lewis F. Thayer,  
 William H. Welsh.

*Girls.*

Sarah L. Adams,  
 Elsie A. Arthur,  
 Bessie G. Brophy,  
 Fannie E. Brophy,  
 Alice L. Clark,  
 Elizabeth A. Clayton,  
 Elizabeth A. Coughlin,  
 Ellen V. Curley,  
 Ruth T. Elliot,  
 Josephine F. Featherston,  
 Mabel G. Gurney,  
 Ruth I. Humphrys,  
 Mary J. Lawless,  
 Ella F. O'Connell,  
 Mary E. Power,  
 Lillian Randall,  
 Mary E. Scollans,  
 Emily M. Wilson,  
 Rovena L. Woodruff.

## BIGELOW SCHOOL.

*Boys.*

George A. Augherton,  
 Charles T. Barry,  
 James L. Barry,  
 Alfred E. Berg,  
 Arthur D. Bird,  
 Joseph F. Bird,  
 Hubert W. Bolon,  
 Ray C. Bonar,  
 Alfred H. Bryant,  
 Joseph E. Butler,

William T. Coholan,  
 John J. Connolly,  
 M. Joseph A. Connolly,  
 William F. Costello,  
 George T. Creed,  
 Charles J. Curtaz,  
 Edmund J. Cussen,  
 John B. Devitt,  
 James T. Doherty,  
 Joseph G. Doherty,  
 John J. Egan,  
 James W. Finnegan,  
 John F. Fitz Gerald,  
 John P. Fitz Gerald,  
 Thomas F. Fitzgerald,  
 John E. Fleming,  
 John J. Flynn,  
 Joseph F. Free,  
 James Gallacher,  
 Joseph F. Gardner,  
 Edward F. Hannigan,  
 Walter D. Hannigan,  
 Joseph F. Healy,  
 Thomas F. Kane,  
 Patrick J. King,  
 Stephen L. King,  
 Joseph G. Lahive,  
 Walter J. Landers,  
 John F. Leary,  
 William A. McDermott,  
 William H. McGowan,  
 John L. Monahan,  
 John F. Moynihan,  
 Adelbert E. Nickerson,  
 Michael F. Noonan,  
 Edwin J. O'Brien,  
 Benjamin M. Patriquin,  
 Walter Peterson,  
 Joseph M. Redding,  
 Charles H. Schworm,  
 Joseph P. Sullivan,  
 Joseph B. Trotman,  
 Bertram Washburn,  
 Frederick A. Weigel.

## BOWDITCH SCHOOL.

*Girls.*

M. Agnes Barry,  
 Cora L. Berry,  
 May S. Blake,  
 Eudavilla M. Blakely,  
 Bessie E. Broadley,  
 Maude H. Cassidy,  
 Kate K. Crosby,  
 Helen G. Davis,  
 Catherine T. Doonan,  
 J. Winifred Felch,  
 Olive L. Fiske,  
 Mary G. Foss,  
 Anna L. Fox,  
 Wilhelmina Gilcher,  
 Grace T. Gilman,  
 G. Evelyn Greene,  
 Mary C. Griffin,  
 Mary F. Griffin,  
 Ellen M. Gunning,  
 Wilhelmina Hesselenschwerdt,  
 Louise W. Kidder,  
 Mary L. Killion,  
 Nellie Kurtz,  
 Mildred M. Long,  
 Mary A. B. Lydon,  
 Catherine R. Lynch,  
 Helen A. Maguire,  
 Jennie F. McKinley,  
 Mary A. McNulty,  
 Florence G. Mullen,  
 Mary O. Nilsson,  
 Frances L. O'Connell,  
 Annie E. P. Olson,  
 Ethel G. Porter,  
 Annie E. Powers,  
 Pearl Preston,  
 Anna M. Rogean,  
 Lita F. Rogers,  
 Helene I. Schumacher,  
 Matilda W. Shepherd,  
 Ella E. Simpson,  
 Blanche E. Snow,

Jessie M. Spear,  
 Margaret M. Stewart,  
 B. Isabel Tufts.

BOWDOIN SCHOOL.  
*Girls.*

Belle R. Alberts,  
 Grace N. Avery,  
 Ethel M. Batchelder,  
 Hannah H. Berlyn,  
 Florence G. Better,  
 Elizabeth R. Biggie,  
 Gertrude E. Bonner,  
 Annie T. R. Brophy,  
 Bertha R. Brown,  
 Mary D. Brown,  
 Fannie M. Cohen,  
 Adelaide E. C. Connor,  
 Lauretta M. Coveney,  
 Margaret E. Cronin,  
 Marcella F. Cullen,  
 Ruby M. Damant,  
 Gertrude A. Douglass,  
 Veronica E. Doyle,  
 Ella P. Flavell,  
 Bertha A. Fogerty,  
 Theodora A. Grant,  
 Edith Greer,  
 Dora M. Haley,  
 Mary E. Hannigan,  
 Margaret E. Hinchey,  
 Elizabeth Hurbert,  
 Minnie Kallen,  
 Mary A. Kelly,  
 Beulah A. Leggette,  
 Norma C. MacBean,  
 Evelyn V. Marshall,  
 Gertrude M. A. McCoy,  
 Christina S. McGaw,  
 Rena I. Moody,  
 Grace A. Moran,  
 Annie E. Mullen,  
 Stella A. Oakes,  
 Estella M. Pierce,

Katharine R. Reddick,  
 Jennie L. Rich,  
 Albina M. St. John,  
 Ellen V. Scanlan,  
 Emma H. Schlichting,  
 Ora F. Sears,  
 Mary E. Shayer,  
 Katherine E. Swan,  
 Caroline H. Thompson,  
 Gertrude L. Turner,  
 Margaret E. Wilkinson.

BRIMMER SCHOOL.

*Boys.*

Hyman Askowith,  
 Percy R. Bacon,  
 Frank H. Brown,  
 Alphonse L. J. L. Cahors,  
 Maurice Cohen,  
 Daniel A. Collins,  
 Percy W. Dawkins,  
 Joseph H. Driscoll,  
 Timothy Foley,  
 Frederick W. Fowler,  
 James K. R. Gamage,  
 John M. Glidden,  
 Alexander Goldstein,  
 Wm. H. Harrison,  
 Joseph E. Hodgkins,  
 William F. La Farge,  
 Robert S. Levy,  
 Sherwood J. Llewellyn,  
 William C. MacGregor,  
 William M. McGee,  
 Louis McGowan,  
 James L. McLoughlin,  
 James A. McMillan,  
 Albert I. Meyers,  
 R. Edwin Morse,  
 Cornelius A. Nagle,  
 John F. Philben,  
 Matthew H. Quealey,  
 Charles A. Rick,  
 Edward T. Scully,

Griffin H. Sims,  
 Andrew E. Smith,  
 Daniel R. Stewart,  
 Charles C. West.

## BUNKER HILL SCHOOL.

*Boys.*

Richard F. Barry,  
 Christopher J. Campbell,  
 Charles H. Cheney,  
 John A. Copithorn,  
 James J. Egan,  
 Martin J. Foley,  
 James D. Gormley,  
 Owen J. Grant,  
 John W. A. Haraden,  
 Daniel J. Hurley,  
 Roland G. Kiely,  
 Eugene L. McCarthy,  
 Herbert H. Milliken,  
 George J. Nicholson,  
 George J. Rosenthal,  
 Daniel E. Shea,  
 Harry P. Thayer,  
 Frank A. Young.

*Girls.*

Ada E. F. Armstrong,  
 Florence B. Atkins,  
 Bessie Beckwith,  
 Gertrude L. Berry,  
 Vera E. Boyd,  
 Edith L. Brown,  
 Lulu C. Casey,  
 Marcella C. Comerford,  
 Florence G. Dean,  
 Nellie A. Fitzpatrick,  
 Harriet L. Fletcher,  
 Agnes L. Flynn,  
 Martha S. Gallagher,  
 Sophia F. Hogan,  
 Daisy E. Hughes,  
 Emma M. Jones,  
 Mabel F. Kelley,

Katherine C. Leary,  
 Frances J. Lerner,  
 Mary E. Lowder,  
 Mandie A. Lucier,  
 Katharine E. Lyons,  
 Elizabeth G. MacIsaac,  
 H. Florence Mason,  
 Margaret K. McCarthy,  
 Susie B. Pitman,  
 Elizabeth L. Rogers,  
 Iva M. Weir.

## CHAPMAN SCHOOL.

*Boys.*

Percy L. Adams,  
 Arthur K. Arenburg,  
 Albert C. Armstrong,  
 John W. Bergquist,  
 William T. Cassidy, jr.,  
 Frank H. Codire,  
 William J. G. Conohan,  
 Howard G. Copeland,  
 Frank C. Dingwell,  
 Robert A. Fernald,  
 Harry Gardner,  
 Albert W. Hanington,  
 Charles H. Healey,  
 Elmer G. Hodson,  
 William T. Hooper,  
 Charles E. Johnson,  
 Daniel D. Keating,  
 Ralph T. Lewis,  
 Harold W. Lombard,  
 Earle H. McMichael,  
 Gilbert Murray,  
 John T. O'Connell,  
 Charles A. Page,  
 Louis H. Rebholz,  
 William H. Russell,  
 William T. Salter,  
 Joseph Songster,  
 Arthur H. Stout,  
 Chester A. Stuart,  
 John H. Swinerton,

James L. Walsh, jr.,  
Herbert F. Wright.

*Girls.*

Samantha Aeker,  
Lillian L. A. Armstrong,  
Jessie M. Belyea,  
Carrie A. Blackstone,  
Emma M. Caselden,  
Mollie T. Cass,  
Margaret Chandler,  
Anna M. Cook,  
Catherine A. Corcoran,  
Emina M. Cowan,  
Edith S. Deering,  
Estella M. Dingwell,  
Ethel L. Dingwell,  
Josie E. Fletcher,  
Florence I. George,  
May F. Hanson,  
Isabel Harrington,  
Flossie M. Henderson,  
Marion L. Hinds,  
Sadie E. Humphrey,  
Anna A. Johnson,  
Pansie McPhee,  
Agnes I. Moberg,  
Elizabeth J. Murphy,  
Dora Needham,  
Blanche E. Nelson,  
Katherine M. Nicolls,  
Genevieve M. O'Brien,  
Millicent C. Oldrieve,  
S. Alice Powell,  
Florence A. Quinn,  
Elizabeth Ramsdale,  
Ethel V. Rossiter,  
Lillian A. Ryder,  
Katharine G. Shaneek,  
Ellen D. Small,  
Frances J. Stonehouse,  
Annie E. Stuart,  
Celia Tilton,  
Rosemary Walsh,

Ida M. Waters,  
Jennie C. Wetmore.

CHARLES SUMNER SCHOOL.

*Boys.*

Frederick W. Adami,  
Milton Brooks,  
William H. Burke,  
George F. Cherry,  
Robert J. Greim,  
Frank G. Guntner,  
Louis A. Hoeschle,  
Henry H. Hudson,  
Homer Kiessling,  
Otto Landin,  
Arthur H. Lannon,  
John P. Lougban,  
George J. Luippold,  
James J. Marion,  
Edward J. Martin,  
Fred W. Mattheis,  
Peter G. Peterson,  
Alvah W. Rydstrom,  
Robert G. Walsh.

*Girls.*

Mary Brandli,  
Helen V. Brooks,  
Mary T. Burke,  
Mary F. Campbell,  
Bessie Chandler,  
Edith E. Chellman,  
Ruby H. Cole,  
Mary B. Davidson,  
Constance L. Drexel,  
Elizabeth S. Frykstrand,  
Margaret C. Lynch,  
Mary J. Manning,  
Katherine E. Meyer,  
Mary V. Mulrey,  
Mary G. Murphy,  
Catherine E. O'Connor,  
Anna E. Peterson,  
Alice M. Regan,

Bertha A. Stockwell,  
 Antonie A. Van Hall,  
 Mary E. Vogel,  
 Georgiana Weeks,  
 Hilda M. Young.

CHRISTOPHER GIBSON  
 SCHOOL.

*Boys.*

Harry S. Bickford,  
 William R. Boyd,  
 C. Edward Brandt,  
 Claude P. Browne,  
 Robert H. Collicott,  
 Joseph E. Denton,  
 J. Justin Dyer,  
 Robert L. Grant,  
 David H. Harrington,  
 Frederick Hinckley,  
 Joseph H. Hurney,  
 Herbert L. Jenkins,  
 G. Osgood Jones,  
 Thomas H. Mahoney,  
 Ernest F. Malone,  
 M. Francis Maloney,  
 John E. Marden,  
 Aubrey M. Marshall,  
 John T. McCann,  
 Carlton R. Mills,  
 Alexander H. New,  
 William A. Ross,  
 Edward T. Smart,  
 Herbert H. Smith,  
 Stanley G. Sparhawk,  
 William Von Malder,  
 Quincy W. Wales,  
 Eugene G. Wallingford.

*Girls.*

Minna A. Alberti,  
 Florence A. Brady,  
 Marion D. Brown,  
 Nora M. Brown,  
 Elizabeth B. Butler,

Ella L. Cadigan,  
 Helen M. Cameron,  
 Devena G. Campbell,  
 Mary E. G. Carr,  
 Bessie H. Coe,  
 Mary E. Creed,  
 L. Josephine Cummings,  
 Mary B. Divoll,  
 Abbie A. Doody,  
 Emma E. Ecker,  
 Harriet L. Everett,  
 Mary A. Feely,  
 Eva M. Fielding,  
 Rita B. Grant,  
 Elizabeth M. Harley,  
 Pearl S. Howe,  
 Ida F. Huntress,  
 Euna M. Lawrence,  
 Elizabeth S. Lothrop,  
 Mary A. Lynch,  
 Mary M. McLaughlin,  
 Alice F. Morse,  
 Mary F. O'Neil,  
 Gertrude E. Paige,  
 Jessie M. Perry,  
 Mabel P. Raptedt,  
 Agnes G. Reardon,  
 Mary G. Richardson,  
 Louise D. Rogers,  
 Bertha C. Rutherford,  
 Mabel C. Ryder,  
 S. Bernice Small,  
 Florence D. Smith,  
 Eleanor F. Sullivan,  
 Ethel M. Taylor,  
 Julia W. Thurlow,  
 Etta F. Wyman.

COMINS SCHOOL.

*Boys.*

Herman O. Bletzer,  
 Horace W. Briggs,  
 John J. Buckley,  
 Andrew E. Burke,

John L. Cadogan,  
 Frederick Carnes,  
 Francis J. Carr,  
 George H. Chapel,  
 Joseph P. Connell,  
 Thomas F. Cooley,  
 William L. Culbert,  
 Robert M. Diek,  
 Frank C. Dolan,  
 William H. Donnelly,  
 Charles W. Goetz,  
 Frederic B. Hackett,  
 William J. Hall,  
 Frank S. Hartnett,  
 Herman L. Hunt,  
 Francis M. Killion,  
 Herman H. Luppold,  
 John J. Madden,  
 Thomas F. Meehan,  
 Arthur V. Molloy,  
 Joseph E. Murphy,  
 Edward P. O'Brien,  
 Alexander O'Kane,  
 Michael D. O'Leary,  
 Frank G. Robinson,  
 Theodore A. Rothlisberger,  
 William L. Sanders,  
 Leonard R. Smith,  
 Dennis F. Sullivan,  
 William W. R. Tenney,  
 Thomas Walsh,  
 Horace Weener.

*Girls.*

Olga A. Ackerman,  
 Frances C. Baur,  
 Irene C. Biewend,  
 Louise E. Burgess,  
 Sophie Carson,  
 Josephine A. Coulahan,  
 Catherine C. Cullen,  
 Josephine M. Doyle,  
 Mary V. Dunn,  
 Elizabeth Eastman,  
 Delia Fay,

Lillian G. Freystedt,  
 Lillian B. Galler,  
 Grace A. Goodman,  
 Alice M. Goodwin,  
 Margaret F. Harrington,  
 Gertrude D. Heller,  
 Anna M. Heumann,  
 Nora F. Hogan,  
 Annie E. Kenney,  
 Agnes J. Laurie,  
 Sarah J. Long,  
 Mary A. McCabe,  
 Margaret E. McCullough,  
 Mary L. McDonald,  
 Anna M. Munz,  
 Jennie C. Murphy,  
 Katherine T. Murphy,  
 Catherine T. Murray,  
 Grace E. Murray,  
 Elizabeth A. Norton,  
 Mary A. O'Neil,  
 Emily R. Ott,  
 Isabel C. Plumer,  
 Catherine B. Rantin,  
 Charlotte Schaper,  
 Helen Thompson,  
 Sarah A. Thompson,  
 Bertha E. Thorpe,  
 Minnie Tobias,  
 Margaret J. Turner,  
 Anna V. Wall,  
 Florence Walsh,  
 Mary F. Webber,  
 Marguerita V. C. Welch.

## DEARBORN SCHOOL.

*Boys.*

Samuel N. Blackwood,  
 Edward J. Campbell,  
 Patrick L. Carty,  
 William J. J. Ennis,  
 Bartholomew J. Finnerty,  
 William H. Fitts,  
 Henry F. Hicks,

Charles W. I. Lanagan,  
 Francis W. Learnard,  
 Walter W. Lewis,  
 Oscar W. Lindeborg,  
 Daniel J. Murphy,  
 Hugh E. Nolan,  
 William F. Robinson,  
 William B. Sandman,  
 Richard F. Tilley,  
 George E. Watts,  
 William J. Zuek.

*Girls.*

Charlotte R. M. Fisher,  
 Edna L. Hewes,  
 Elizabeth A. Keyes,  
 Edith H. Kitson,  
 Augusta M. Knauber,  
 Catherine F. Lanegan,  
 Elizabeth A. Lockney,  
 Cora L. E. Mahoney,  
 Esther C. McGee,  
 Mabel B. McIsaac,  
 Mary C. McIsaac,  
 Mary G. McLaughlin,  
 Ida B. Neff,  
 Elizabeth R. Park,  
 Ethel M. Piper,  
 Rose E. Roth,  
 Rose C. Siegel,  
 E. Edna Spry,  
 Louisa J. Verkampen.

## DILLAWAY SCHOOL.

*Girls.*

Lillian L. Abele,  
 Cecelia G. Arsenault,  
 Susan A. Bailey,  
 Mary C. Bracy,  
 Olinda A. Brady,  
 Madeline Brazil,  
 Ella T. Brearton,  
 Minonna E. Carlton,  
 Marion B. Cobb,

Florence Cook,  
 H. Annie Cullen,  
 Grace L. Daniels,  
 Lillian L. Decatur,  
 Marion F. Dickinson,  
 Ethelyn Dunham,  
 Florence L. Edgecomb,  
 Alexandria D. Fraser,  
 Henrietta G. Gleason,  
 Lillie O. Goldsmith,  
 Elsie M. Goulding,  
 Clara J. Griner,  
 Mabel L. Harrington,  
 Mary A. Haverty,  
 Rosa H. Heinzen,  
 Gertrude M. Hillman,  
 Margaret M. Hodgdon,  
 Katy L. Hutchins,  
 Maud E. Ivison,  
 Alice C. Kilroy,  
 Sarah E. Kirby,  
 Agnes G. Lawless,  
 Charlotte Lewis,  
 Florence A. Libby,  
 Sarah Lowenberg,  
 Mary V. Madden,  
 Florence E. Manchester,  
 Lillian M. Marden,  
 Alice M. McEttrick,  
 Marie W. Melville,  
 Gertrude E. Mitchell,  
 Rosa E. Murray,  
 Lillian J. Nelson,  
 Mary E. Nowell,  
 Margaret H. Ostrander,  
 Alice L. Prescott,  
 Margaret V. Quinlan,  
 Grace G. Richardson,  
 Ethel M. Roberts,  
 Margaret W. Rogers,  
 Mary L. Rounds,  
 Alice S. Rowe,  
 Florence E. Ryder,  
 Annie E. Saul,  
 Florence B. Saul,

Pauline H. Simons,  
 Lillian Slutzki,  
 Jessie M. Smith,  
 Gertrude Stahl,  
 Nettie M. Stoddard,  
 Louisa D. Tinkham,  
 Harriet E. Underhill,  
 Katherine L. Walsh,  
 Carolina J. Weiss,  
 Katharine F. White,  
 Elizabeth R. Withington.

## DUDLEY SCHOOL.

*Boys.*

Oscar B. Anderson,  
 George Anthony,  
 Gabriel H. Back,  
 Lawrence F. Bedford,  
 Henry W. Brooks,  
 Walter Calhoun,  
 Frank T. Chaisson,  
 Eugene K. Coffran,  
 George A. Cushman,  
 Paul A. De Silva,  
 Charles H. Dey,  
 Leon J. Didion,  
 Ernst R. Domansky, jr.,  
 John J. Ford,  
 Charles G. Frost,  
 Harold F. Frost,  
 Carl W. Geiler,  
 Charles M. Gillpatrick,  
 George W. Gilmore,  
 Eugene J. Good,  
 Thomas E. Goode,  
 Edward J. Grimm,  
 Samuel Habolow,  
 Walter C. Hall,  
 Cornelius P. Harrigan,  
 J. Chester Haynes,  
 Sumner W. Hodgman,  
 M. Frank Hogarty,  
 Louis C. Hohl,  
 Charles Johnstone, jr.,

Stephen Jones,  
 George E. Kane,  
 Harris L. Lewenberg,  
 Marshall Locke,  
 Thomas Logne,  
 Frank S. Mahler,  
 M. Edward McCabe,  
 Edmond B. Meehan,  
 Lawrence H. Merchant,  
 George W. Meyer,  
 Abraham Miller,  
 Bartholomew J. Mulhern,  
 Samuel F. Murray,  
 Frank H. Peasley,  
 Walter C. Reynolds,  
 James A. Ross,  
 Samuel W. Rounds,  
 Everett W. Russell,  
 Cromwell C. Schubarth,  
 John J. Smith,  
 Simeon F. Smith,  
 Wilder A. Smith,  
 Maurice B. Spinoza,  
 Walter Stock,  
 Arthur M. Sullivan,  
 Timothy T. Sullivan,  
 Benjamin F. Tilt,  
 August J. J. Vatter,  
 Howell B. Voigt,  
 Willis H. Weinz.

## DWIGHT SCHOOL.

*Boys.*

James J. Barry,  
 James A. Bliss,  
 Orville D. Bryant,  
 William H. Cliff,  
 Edward L. Foote,  
 Alfred Foss,  
 Frederie J. Galvin,  
 George H. Gay, jr.,  
 Saul S. Gordon,  
 Charles B. Gorham,  
 Joseph P. Hall,

Jacob Harris,  
 Harold S. Horn,  
 Ellis W. Jones,  
 John G. Long,  
 Samuel C. Lyman,  
 Albert R. Mackintosh,  
 Edward W. Mathews,  
 Daniel B. McAlvin,  
 James B. B. Monaghan,  
 Charles E. Morse,  
 Louis Peel,  
 James F. Preston, jr.,  
 Edgar L. Ryerson,  
 Herman Selig,  
 William J. Sheridan,  
 Peyser E. Silverman,  
 George H. Stevens,  
 John H. Thaxter,  
 William E. Thornton,  
 Lloyd P. Williamson,  
 George H. Winston,  
 Christopher A. Wyatt, jr.

## EDWARD EVERETT SCHOOL.

*Boys.*

F. Ruthven Bogardus,  
 Edward F. Callahan,  
 Everett L. Cheney,  
 L. Richard Connor,  
 J. Philip Cook,  
 Ernest B. Corbett,  
 Charles E. Daniels,  
 Harry Daniels,  
 William J. Driscoll,  
 Robert M. Folsom,  
 Myer Ginsburg,  
 John H. Griffin,  
 Homer W. Holden,  
 Joseph H. Hoye,  
 Robert G. Jobling,  
 James F. Kennard,  
 Howard L. Marsh,  
 E. Tucker Sayward,

J. Norman Scudder,  
 Lester P. Sherman,  
 Karl J. Squier,  
 William R. Starkey,  
 Harry A. Thompson,  
 Albert C. West,  
 Henry Willard,  
 Frederic B. Williams,  
 Seward A. Winsor.

*Girls.*

Blanche F. Berry,  
 Anna L. Campbell,  
 Marion F. Chase,  
 Ida D. Clash,  
 Bessie B. Currey,  
 G. Florence Dunn,  
 Effie H. Faulkner,  
 Ada Ginsburg,  
 Helen F. Hatch,  
 Justina C. Hayes,  
 Bertha F. Heuser,  
 Caroline E. Illidge,  
 Alice L. Jacobs,  
 Elizabeth R. Johnson,  
 Rhoda Kallman,  
 Frances M. Keefe,  
 Mary A. McCarthy,  
 Lillian M. Murphy,  
 Mazie C. Parry,  
 Florence G. Peacock,  
 Bessie Pearson,  
 Marcia B. Peterson,  
 Mary E. Poole,  
 Edith R. Rand,  
 Grace M. Rayner,  
 Maud L. Richardson,  
 Elizabeth A. Ring,  
 Sadie M. Schofield,  
 Alice M. Shiverick,  
 Louise E. Soyard,  
 Gertrude A. Willson,  
 Frances A. Welwood.

## ELIOT SCHOOL.

*Boys.*

Hyman Aronis,  
 Angelo Bacigalupo,  
 David A. Barron,  
 Hyman O. Barron,  
 Hyman Boorstein,  
 Louis Bornstein,  
 Benjamin Bushner,  
 Daniel J. Cadigan,  
 John E. Cambria,  
 David Charak,  
 Simon Cohen,  
 Thomas H. Connelly,  
 Joseph P. Coughlan,  
 Francis A. Crowley,  
 William F. Dannenberg,  
 Joseph A. Di Pesa,  
 John C. Dondero,  
 Albert J. Donovan,  
 Thomas H. Dowling,  
 Wolf Epstein,  
 Elias Goldberg,  
 Israel H. Goldstein,  
 Maurice M. Goldstein,  
 Joseph H. Greenberg,  
 Henry Kneller,  
 Jacob L. Levine,  
 Samuel Liansky,  
 William H. Mahoney,  
 Jacob M. Mankowich,  
 Jonas A. Markowitz,  
 Carl J. Mathisen,  
 William H. Mattie,  
 Charles H. J. A. McNeil,  
 Peter Mennella,  
 James L. Mitchell,  
 Max Mydansky,  
 Arthur O'Brien,  
 Joseph J. Pimentel,  
 Benjamin Schwartz,  
 Samuel Shapira,  
 John Silva,  
 Abraham J. Silverman,

Frank Smolensky,  
 William F. Tennihau,  
 Benjamin Wallockstein,  
 Arthur O. Wernick,  
 Jacob S. Wilner,  
 Hyman Wolfman,  
 Nathan Wolfman,  
 Benjamin Wyzanski,  
 Louis M. Yeslawsky,  
 Frank L. Zunino.

## EMERSON SCHOOL.

*Boys.*

Frederick W. Alexander,  
 Ernest Andrews,  
 William F. Barker,  
 William B. Baston,  
 Horace Baum,  
 Hugh F. Beaton,  
 William H. Bell,  
 William J. Cahill, jr.,  
 William J. Demarchi,  
 Arthur G. Dwelley,  
 Ernest C. Evans,  
 William J. Flanigan,  
 Frank A. Fowler,  
 Arthur J. Gustowski,  
 G. William E. Hagman,  
 William H. Hamilton,  
 Isaac A. Hamm,  
 Frank H. Hannaford,  
 Bertram H. Harrison,  
 James J. Hobdell,  
 Joseph A. Hoey,  
 Ralph H. Kingsley,  
 Alfred O. Knudsen,  
 Frank J. Lambert,  
 Antonio J. Lavezzo,  
 Andrew N. Liden,  
 Frederick L. McPherson,  
 Samuel G. Miles,  
 Horatio Nagle,  
 Joseph A. Nelson,  
 Frederick L. O'Brien,

Charles J. O'Donnell,  
 John Ramsey,  
 Whitman S. Rood,  
 William T. Sampson,  
 James L. Sheehan,  
 Arthur E. Sias,  
 James Smith,  
 Charles H. Stowers,  
 Charles W. Stuart,  
 Howard N. Tait,  
 Charles S. Thompson,  
 John E. Watkins,  
 Walter J. B. Welsh,  
 Robert H. Welsh,  
 Elmer W. Wharton.

*Girls.*

Helen J. Barclay,  
 Viola E. Barker,  
 Maria A. Borges,  
 Isabel M. G. Brown,  
 Harriet M. Burnham,  
 Mary F. Butler,  
 Frances May Carr,  
 Frances Mildred Carr,  
 Evelyn F. Chown,  
 Alice A. Coffin,  
 Nettie L. Cook,  
 Lizzie S. Deane,  
 Ennice B. Everbeck,  
 Cora L. Field,  
 Celestine Forest,  
 Ella A. Fowler,  
 Myrtle R. Gallagher,  
 Lillian B. Gordon,  
 Florence M. Hales,  
 Anna B. Harvender,  
 Maud E. Hathaway,  
 Lillian M. Hatt,  
 Alice M. Holland,  
 Edna L. Hoyt,  
 Mabel A. Joyce,  
 Annie Krupp,  
 Elizabeth M. Langan,  
 Gertrude A. Lent,

M. Margaret McKay,  
 Jennie McMaster,  
 Priscilla McMurray,  
 Ethel M. Melick,  
 J. Mabel Moreland,  
 Maude B. Nielsen,  
 Florence M. Porter,  
 Madeline G. Porter,  
 Mamie R. Ratto,  
 Olive L. Reed,  
 Ida F. Reynolds,  
 Grace M. Roberts,  
 Grace F. Shannon,  
 Ada A. Shaw,  
 Grace B. Tibbets,  
 Mary M. Timmins,  
 Lillian C. Tirrell,  
 Sigyn A. B. Wachenfeldt,  
 Miriam S. Welch,  
 Agnes Wilson,  
 Florence M. Young,  
 Amelia M. Zanino.

## EVERETT SCHOOL.

*Girls.*

Sarah M. Alexander,  
 Catherine E. Baldwin,  
 Jessie P. M. Barney,  
 Margaret M. Baxter,  
 Sarah E. Bennett,  
 Henrietta Bilafsky,  
 Louise C. Breen,  
 Bertha V. Burrell,  
 Helen C. Cabill,  
 Viola A. Calvin,  
 Maude A. Campbell,  
 Margaret M. Carroll,  
 Caroline P. Carter,  
 May L. Chadbourne,  
 Stella Chadbourne,  
 Alice I. Chase,  
 Catherine E. Collins,  
 Margaret G. Cotter,  
 Cora B. Drowne,

M. Henrietta Duston,  
 Edith E. Elwell,  
 Emma Ferriabough,  
 Geraldine U. Fox,  
 Minnie C. Freeman,  
 Helen E. Ganiard,  
 Ethel L. Goodwin,  
 Catherine M. Griffin,  
 Blanche E. Hall,  
 Corinne Heddy,  
 Mary G. Hennessy,  
 Josephine M. Hodgkinson,  
 Gladice J. Hurd,  
 Louise W. Johnson,  
 Ella E. Kennedy,  
 Anna J. Lee,  
 Reva Levene,  
 Hattie A. Lewis,  
 Caroline E. Livers,  
 Ethel M. Lord,  
 Catherine E. Mattimore,  
 Teresa F. McCaig,  
 Elizabeth H. McCormack,  
 Ellen E. McLaughlin,  
 Grace E. McLaughlin,  
 Adelaide M. McNamara,  
 Annie L. Meehan,  
 Agnes Moore,  
 Virginia A. Murphy,  
 Ellen A. Murray,  
 F. Augusta Neilson,  
 Gertrude H. O'Shea,  
 Evelyn A. K. Parnell,  
 Elizabeth A. Pond,  
 Josephine A. Poole,  
 Laura J. Pridham,  
 Alice M. Roche,  
 Ethel M. Rowland,  
 Alice T. M. Ryan,  
 Dorothea M. Ryan,  
 Esther Scheinfeldt,  
 Gertrude Sharman,  
 Annie M. Sheehan,  
 Alice M. Slater,  
 Maude M. Smith,

Florence E. Stewart,  
 Frances C. Sullivan,  
 Caroline L. Tombs,  
 N. Mande Tracy,  
 Mila E. Walker,  
 Bertha L. Wallace,  
 Bessie T. Webber,  
 Ellen A. Whalen,  
 Emma M. Witherow,  
 Patty Yates.

## FRANKLIN SCHOOL.

*Girls.*

Rose K. Bennett,  
 Gertrude F. Canavan,  
 Mary E. Cavanagh,  
 Maude E. Coates,  
 Rosetta Cohen,  
 Marietta H. Delaney,  
 Margaret P. Dunn,  
 Louise A. Dykeman,  
 Alice R. Fay,  
 Theresa A. Ford,  
 Vera E. Gray,  
 Elsie M. Hardy,  
 Annie V. Hasenfus,  
 Florence M. Lindsay,  
 Marguerita V. Liston,  
 Georgia Lougee,  
 Jennie A. Maguire,  
 Louise M. McCarthy,  
 Florence I. Moody,  
 Katherine F. Murphy,  
 Annie G. O'Donnell,  
 Mary E. O'Donnell,  
 Mary W. Piper,  
 Jennie Raphael,  
 Rosa Raphael,  
 Annie Ratkowsky,  
 S. Edith Russell,  
 Margaret D. Sharpe,  
 Gertrude T. Spitz,  
 Selma Weklander,  
 Alice G. Weymouth,

Lillian R. Wilkerson,  
Hattie E. Williams.

## FROTHINGHAM SCHOOL.

*Boys.*

Barnard Bateman,  
Joseph H. Brennan,  
James W. Caffrey,  
David C. Carney,  
Manrice F. Carney,  
Emery Davis,  
Jeremiah J. Dawson,  
Daniel C. Donovan,  
Michael J. Donovan,  
Benjamin F. Finn,  
John J. Flynn,  
James R. Hanlon,  
William D. Harrington,  
Edward A. Jenkins,  
Francis A. Lundgren,  
Daniel W. Lynch,  
James J. Lynch,  
John F. Manning,  
John J. McAdam,  
Joseph A. McLaughlin,  
Thomas F. O'Hara,  
Woodward Philip,  
Frederick Powers,  
John F. Sullivan,  
William J. Toland,  
Samuel R. T. Very.

*Girls.*

Nellie M. Bemis,  
Helena G. Daly,  
Margaret C. Desmond,  
Mary E. Desmond,  
Mary E. Drugan,  
May G. Edwards,  
Pauline A. Fentross,  
Augusta J. Heinstrom,  
Annie I. Helmund,  
Christina A. Henchey,  
Mary M. Henchey,

Elizabeth F. Joyee,  
Grace L. Keleher,  
Margaret M. Kenney,  
Gertrude F. Leaker,  
Mary G. Lundgren,  
Elizabeth L. Manning,  
Annie V. McLaughlin,  
Gertrude M. McLaughlin,  
Letitia M. McManus,  
Madeline L. McPike,  
Mary F. Meade,  
Elizabeth M. Ritchie,  
Sarah F. Roberts,  
Grace A. Sullivan,  
Kathrine G. Sullivan,  
Eleanor M. Sweeney,  
Ellen F. Torpey,  
Lucy C. Wiig.

## GASTON SCHOOL.

*Girls.*

Amy V. Alexander,  
Eva L. Anderson,  
Katharine A. Barry,  
Alice J. Bates,  
Bertha M. Bencks,  
Mary L. Buckley,  
E. Gertrude Burke,  
Daisy I. Cann,  
Grace M. Clack,  
Geraldine F. Corbett,  
Margaret A. Cronin,  
Rena G. W. Crowley,  
Helen S. Curtis,  
Jeannette A. Damon,  
F. Mabel Delaney,  
Agnes T. Dabue,  
Mary A. Dugad,  
Katherine M. Durick,  
Mary G. Ellis,  
Bertha V. Fellows,  
Emma M. Fotch,  
Helen M. Fox,  
Agnes G. Franklin,  
Elizabeth J. Galloway,

Isabel W. Gardner,  
 Mabel G. Getz,  
 Laura M. Gibson,  
 Ethel M. Haynes,  
 Agnes H. Hogan,  
 Florence E. Hutchinson,  
 Bertha W. Johnson,  
 Carrie P. Johnson,  
 Lizzie E. Johnson,  
 Mabel M. Jones,  
 Fannie E. Keating,  
 Delia G. Kennealey,  
 M. Viola King,  
 Rebecca D. Leary,  
 Marie M. Loughlin,  
 Hattie A. Lyon,  
 Jessie A. MacMurray,  
 Mary L. Maher,  
 Isabel R. McConneil,  
 Harriet L. McInnes,  
 Lucy B. McIntyre,  
 Louise A. Meyer,  
 Susie Milligan,  
 Myra A. Mitchell,  
 M. Ella Moulton,  
 Ellen L. Murphy,  
 Julia E. Murphy,  
 Bertha R. Nichols,  
 Josephine M. O'Hearn,  
 Bessie J. Olpin,  
 Mary J. Owens,  
 Alice M. Pendergast,  
 Lucy C. Perham,  
 Caroline H. Perry,  
 Mabel E. Perry,  
 Rosa K. Perry,  
 Emily P. Powers,  
 Minnie L. Raughton,  
 Sarah I. Reagan,  
 Ethel M. Richards,  
 Helen L. Robinson,  
 I. Augusta Robinson,  
 Mary E. Schell,  
 Annie E. Schreiner,  
 Anna F. Seyter,

Katharine M. Sharpe,  
 Helen L. Soule,  
 Annie M. Sullivan,  
 Margaret G. Sullivan,  
 Estella A. Sweeney,  
 Jessie M. Thomson,  
 Eleanor S. Trafton,  
 Martha E. Warkus,  
 Alice M. Welch,  
 M. Eleanor Williams,  
 Mabel H. Williams,  
 Luella M. Woodman,  
 Gertrude M. Young.

## GEORGE PUTNAM SCHOOL.

*Boys.*

George W. Ansel,  
 Clifford A. Blackman,  
 Milton A. Brooks,  
 Fred K. Conant,  
 Frank J. Hannaford,  
 Fred S. Kelley,  
 Frank A. Kraft,  
 Everett H. Lavers,  
 Frank D. Littlefield,  
 William R. McDonough,  
 Walter N. Munroe,  
 Max Myers,  
 George F. Niekerson,  
 Harold C. Plummer,  
 Charles E. Simpson,  
 Benjamin Starkey,  
 Louis H. Strobel,  
 Albert W. Todd.

*Girls.*

Alice E. Behan,  
 Laura M. Bell,  
 Ella J. Brown,  
 Mary L. Burns,  
 Katharine A. G. Dwyer,  
 Amy D. Ferguson,  
 Margaret G. Gormley,  
 May M. Gormley,

Clara M. Hathaway,  
 Geraldine A. Henry,  
 Katherine M. Lyons,  
 Nellie McKenney,  
 Eleanor Mills,  
 Alice C. Pratt,  
 Grace H. Seales,  
 Clara A. L. Smith,  
 Annie L. Taylor,  
 Sophie M. Wirth,  
 Anna M. Wolfrum.

## GILBERT STUART SCHOOL.

*Boys.*

Bradford M. Adams,  
 J. Walter Bonvie,  
 A. Stanley Bradford,  
 John J. Carney,  
 Thomas Cavanagh,  
 Edward G. Chamberlain,  
 Edward J. Dillon,  
 Peter Drummond,  
 John H. Gilbody,  
 Joseph F. Grocott,  
 Oscar S. Hodgkins,  
 J. George Martin,  
 Ellis B. Morse,  
 Percival P. Nugent,  
 Clarence I. Ochs,  
 Charles E. Parker,  
 Frank E. Rogers.

*Girls.*

Elizabeth F. Bater,  
 Margaret Bennett,  
 Mary A. Coakley,  
 Mary J. Connelly,  
 Mary E. Crossman,  
 E. Myrtle Crump,  
 Annie Dillon,  
 Mary A. Donahue,  
 Kathryn V. Flanagan,  
 Cora F. Fuller,  
 Gertrude M. Hauck,

Annie E. Law,  
 Marie E. Munnier,  
 Ethel M. Page,  
 C. Aleda Perkins,  
 Grace E. Quimby,  
 Cora A. Roberts,  
 Ella B. Russ,  
 Helen E. Spargo,  
 Margaret L. Sullivan,  
 Nettie L. Taylor,  
 Ethel L. Voye,  
 Frances Walsh,  
 Helen W. White,  
 Helen S. Williams.

## HANCOCK SCHOOL.

*Girls.*

Myrtle Brison,  
 Annie M. Bruno,  
 Rachel M. Burnce,  
 Jennie E. Caggiano,  
 Catharine F. Calhoun,  
 Annie Chudeeson,  
 Florinda M. Crovo,  
 Etta C. Epstein,  
 Augusta H. Feffer,  
 Seraphina Fenockietti,  
 Flora Finklestone,  
 Mary F. M. Gallagher,  
 Rebecca H. Greenberg,  
 Teresa H. Heasley,  
 Mary E. L. Kaye,  
 Sarah R. Lewis,  
 Sarah L. Lubitsky,  
 Fannie D. Okamiansky,  
 Rangheld A. Olsen,  
 Mary A. Punansky,  
 Esther Reisman,  
 Annie B. Richmond,  
 Miriam B. Rosenberg,  
 Annie Waldstein,  
 Rose E. Weinstein,  
 Katharine R. White,  
 Esther Zussman,  
 Sophia Zussman.

## HARVARD SCHOOL.

*Boys.*

Frank Ahearn,  
 William A. Barbour,  
 Leo O. Colbert,  
 Harry J. Costanza,  
 Daniel F. Dockerty,  
 Walter B. Dolan,  
 Andrew J. Driscoll,  
 George Dunn,  
 John C. Flynn,  
 Richard A. Foley,  
 John F. Galligan,  
 Peter H. Galligan,  
 Henry A. Gee,  
 Horace H. Harding,  
 George W. Holbrook,  
 James T. Howley,  
 Francis A. Lavelle,  
 Arthur F. Macey,  
 Edward L. McGee,  
 Harold McKenna,  
 Thomas F. Meade,  
 Humphrey J. Murphy,  
 William F. Rice,  
 Joseph B. Shea,  
 Daniel L. Sullivan,  
 Henry L. Sutton,  
 Frank H. Tully.

*Girls.*

Dora L. Adler,  
 Annie R. Banford,  
 Margaret C. Brennan,  
 Mary A. Broderick,  
 Catherine G. Burns,  
 Mary W. Clougherty,  
 Josephine W. Cowan,  
 Lillian G. Coyne,  
 Minnie M. Davis,  
 Ella M. Donovan,  
 Georgia A. Donovan,  
 Ella M. Fay,  
 Mary E. F. Flaherty,

Louise M. Gillooly,  
 Bertha L. Gordon,  
 Mary E. Hart,  
 Margaret E. Higgins,  
 Mary L. Horrigan,  
 Catherine E. Hurley,  
 Margaret A. Kelly,  
 Elizabeth T. Larivee,  
 Sarah S. Levis,  
 Agnes L. McCarthy,  
 Elizabeth M. McDonough,  
 Mary M. McNeil,  
 Maria M. Meade,  
 Elizabeth S. Murphy,  
 Nora J. Murphy,  
 Katherine W. O'Brien,  
 Josephine Power,  
 Mary A. Quinlan,  
 Elizabeth A. Ruth,  
 Annie E. Sweeney,  
 Annie F. Tiernan,  
 Charlotte R. Weild,  
 Myrtle M. Whitecomb.

## HENRY L. PIERCE SCHOOL.

*Boys.*

C. Arthur Brooks,  
 Matthew A. Caltanan,  
 Arthur W. Chapin,  
 Fred B. Collins,  
 William D. Cottam,  
 Harry B. Decker,  
 Charles M. Estabrook,  
 E. Everett Estabrook,  
 Oliver W. Fales,  
 Rollin B. Fisher, jr.,  
 John L. Fitzgerald,  
 Miles H. Fowler,  
 Clarence H. Greeley,  
 William J. Halpin,  
 Roy B. Hidden,  
 William G. Homeyer,  
 Stephen F. Keegan,  
 Donald M. Kidd,

Carl A. Knutson,  
 Everett O. Lombard,  
 Edward B. Lynch,  
 Frank W. Mahoney,  
 Edward H. Martin,  
 W. Thomas Martin,  
 Harvey S. Maxwell,  
 William McDermott,  
 John J. McGaregill,  
 Harold C. McKay,  
 Frank W. McMartin,  
 James F. Murphy,  
 Robert B. Murray,  
 Walter C. Nason,  
 James R. O'Brien,  
 G. Edward Pearson,  
 Ernest J. Poole,  
 Earle C. Powers,  
 Albert G. Reid,  
 Ralph E. Reid,  
 Harold F. Rice,  
 George E. Smith,  
 Alfred H. E. Talpey,  
 Albert A. Tarbox,  
 Benjamin T. Tarbox,  
 Edward Tighe,  
 William A. Tighe,  
 John G. Wallace,  
 C. Jesse Warren,  
 Frank Whalen,  
 Joseph Whalen,  
 Bernard Wigley,  
 Avery Williams,  
 Joseph F. Wogan,  
 William F. Wright.

*Girls.*

Nellie Coleman,  
 Jennie Cormack,  
 Bessie M. Crowell,  
 Bertha A. Crowley,  
 Miriam K. Dasey,  
 Elizabeth F. Davidson,  
 Loretta J. Eichorn,  
 Bertha P. Ellis,  
 Helen L. Fairbrother,  
 Grace U. Fennessy,  
 Gertrude L. Hall,  
 Minerva S. Handren,  
 Edith F. Herson,  
 Ethel F. Hosley,  
 Edith F. Jarvis,  
 Elizabeth R. Kilpatrick,  
 Minnie Levy,  
 Lillian L. Lewis,  
 Gertrude B. Maley,  
 Hione E. Millard,  
 Helena A. Milne,  
 Elizabeth B. Nichols,  
 Carol P. Oppenheimer,  
 Mabel L. M. Rockwell,  
 Edith M. Rowbotham,  
 Edna A. Ruperts,  
 Nellie S. Russell,  
 Caroline A. Shaw,  
 Agnes G. Sheehan,  
 Anna Tobin,  
 Helen Wadham,  
 Menia H. Wanzer,  
 M. Anna Weeks,  
 Geneva West,  
 Marcia A. Williams,  
 Ruth G. Woodman.

## HUGH O'BRIEN SCHOOL

*Boys.*

Wallace K. Addison,  
 Ernest A. Albret,  
 Maurice Bergman,  
 James H. Brett,  
 Robert J. Broek,

Arthur R. Brown,  
 Edward A. Brown,  
 Sidney Calish,  
 Napoleon J. Cantin,  
 George E. Cole,  
 Edward J. Cotter,  
 James W. Dammerall, jr.,  
 Frank J. Dimmock,  
 Frank A. Dolan,  
 Michael S. Donlan,  
 J. Harry Dooley,  
 Frederic B. Elliott,  
 Robert E. Flynn,  
 Alexander Y. Forrest,  
 Edmund L. Fortier,  
 Samuel J. Fraser,  
 Robert H. Goddard,  
 Frank L. Hamilton,  
 Joseph J. Heard,  
 John Howell,  
 Ernest H. Hoxie,  
 Edward D. Hurley,  
 Leo W. A. Jolidon,  
 Frank A. Kuhns,  
 Waldron G. Lawrence,  
 Isadore H. Lazarus,  
 Calvin D. Leon,  
 Owen F. Lynch,  
 James V. Murphy,  
 Joseph E. Murphy,  
 Joseph A. Oakhem,  
 Alfred B. Olson,  
 Lewis W. Peabody,  
 Ralph W. Pinkham,  
 Samuel Porter,  
 William F. Rasch,  
 Bernard L. Reilly,  
 Charles P. Ritchie,  
 T. Irwin Robie,  
 Carl L. Shaw,  
 Wellington F. Simpson,  
 E. Louis Sullivan,  
 Warren C. Sweetser,  
 Edward H. Swett,  
 Herbert W. Toombs,

Lauris G. Treadway,  
 Ranna H. Welton,  
 George Werbalski,  
 Albert C. Williams,  
 Percy F. Wood,  
 Edward A. Woods,  
 John F. Woods.

*Girls.*

Maude E. Abbott,  
 Marcia M. Adams,  
 Nellie F. Blair,  
 Alice M. Bowen,  
 Margie E. Brier,  
 Annie L. Cameron,  
 Adrienne Cantin,  
 Edith L. Chaloner,  
 May E. A. Crowley,  
 Bertha Dann,  
 Lillian A. Dolan,  
 Helen C. Downing,  
 Winifred V. Dunn,  
 Grace M. E. Fitzpatrick,  
 Minnie A. Flynn,  
 Florence M. Fogarty,  
 Lillian A. Fortier,  
 Edith L. Gage,  
 Madge G. Gorman,  
 E. Florence Gould,  
 Henrietta G. Hartshorn,  
 Sadie F. Hawkins,  
 Lizzie I. Hersey,  
 Mary E. Hogan,  
 Mabel C. Johnston,  
 Martha W. Joy,  
 E. Maude Laekey,  
 Frances D. MacCarthy,  
 Sarah A. Mahan,  
 Irma E. Mayo,  
 Elizabeth M. McCormack,  
 Flora G. McDougall,  
 Margaret L. McGann,  
 Emeline O. Mendum,  
 Edith D. Newell,  
 Loretta M. O'Brien,

Lillian G. Palmer,  
 Lillian F. Parks,  
 Alice L. Plummer,  
 Madeline S. Richardson,  
 Mabel H. Rounsefell,  
 Jessie M. Scott,  
 Ada E. Sessler,  
 Grace M. Shaw,  
 Fanny Shine,  
 Ethel L. Spear,  
 Jeannette E. Sutherland,  
 Frances Thumim,  
 Florence M. Titus,  
 Bessie L. Trotter,  
 Margaret Tweedie,  
 Clara M. Watson,  
 Sadie I. Werbalski,  
 Sara E. F. Whittaker,  
 Helen S. S. Wilkinson.

## HYDE SCHOOL.

*Girls.*

Hattie H. Batson,  
 Louisa J. Beckman,  
 Carrie M. Campbell,  
 Ethel L. Campbell,  
 Theresa E. Celler,  
 Silbia A. Clark,  
 Catharine A. Collins,  
 Mary A. Connolly,  
 Alice M. Connors,  
 Margaret Donlavey,  
 Barbara E. Downes,  
 Bessie M. Fitzpatrick,  
 Dorothea L. Gay,  
 Dora Hermanson,  
 Alice T. Johnson,  
 Camille M. Keiver,  
 Anna C. Kennealley,  
 Elizabeth A. Landen,  
 Augusta W. Lucey,  
 Eileen G. Lynch,  
 Anna J. McDade,  
 Mary A. McLaughlin,

Margaret Moran,  
 M. Geddes Morris,  
 Elizabeth J. Munster,  
 Adaline M. Murphy,  
 Joanna T. Murphy,  
 Ella F. Murray,  
 Camilla T. O'Neill,  
 Lillian F. Paton,  
 Agnes E. Quinn,  
 Grace E. Rockwood,  
 Bessie F. Ryan,  
 Caroline Scanlan,  
 May V. Scanlan,  
 Frederika M. Schrepel,  
 Sarah H. Scollard,  
 Anna E. Sederholm,  
 Bertha Sheinwald,  
 Bessie W. Soule,  
 Alice M. Stone,  
 Mabel F. Swanson,  
 Pearl R. Tishler,  
 Ethel H. Williams.

## JOHN A. ANDREW SCHOOL.

*Boys.*

Stephen J. Abbott,  
 John Barry, jr.,  
 James J. Bulman,  
 Charles F. Burley,  
 John J. P. Carr,  
 Frank Cominelli, jr.,  
 Herbert A. Deans,  
 James T. Farley,  
 Hugh M. Garity,  
 Francis C. Gibson,  
 William F. Higgins,  
 C. Garfield Jago,  
 Joseph Kadlee, jr.,  
 John J. Kelly,  
 Lawrence F. McLaughlin,  
 Frank H. Murray,  
 Edward F. O'Brien, jr.,  
 Francis A. J. O'Brien,  
 John J. O'Keeffe,

Hervey E. Preston,  
 Frederick A. Quinn,  
 Thomas F. Quinn, jr.,  
 Thomas P. Ryan,  
 Charles H. Sanford,  
 Edmund M. A. Sullivan,  
 Charles A. A. Weber,  
 Joseph G. Weber,  
 Leslie T. Whitney.

*Girls.*

Lillian Alexander,  
 Emma M. C. Bohm,  
 Grace E. G. Cahill,  
 Mary A. Carter,  
 Elizabeth F. Cavannagh,  
 Rose M. Chamberlin,  
 Lillian M. L. Dacey,  
 Elizabeth A. Ferguson,  
 Jennie Flynn,  
 Mary F. G. Hanrahan,  
 Annie L. Holland,  
 Elizabeth V. Hunt,  
 Annie M. Irving,  
 Annie M. Kerr,  
 Cordelia C. Legendre,  
 Winnifred M. Lennan,  
 Grace M. Mason,  
 Ella B. Prettyman,  
 Jeanie L. Ronald,  
 Elizabeth L. Souter,  
 Mary E. Sullivan,  
 Annie G. Twombly,  
 Gertrude S. Walsh,  
 Mary A. C. Ward.

LAWRENCE SCHOOL.

*Boys.*

Thomas S. Ahern,  
 Patrick J. Barrett,  
 David Bloom,  
 Robert S. Campbell,  
 Robert E. J. Costello,  
 Daniel P. Curtin,  
 Arthur H. Donoghue,

John R. Donoghue,  
 Edward T. Dooner,  
 David W. Downing,  
 William P. F. Ennis,  
 Francis D. J. Ferguson,  
 Joseph A. Fitzgerald,  
 John A. Flaherty,  
 James B. Gibbons,  
 Lawrence L. Hayes,  
 John A. Hennessey,  
 Albert F. Hocknell,  
 Dennis J. Hurley,  
 Henry J. Hurley,  
 Francis F. Kaher,  
 Patrick H. Landregan,  
 John N. Levins,  
 Mandell Locke,  
 Daniel M. A. Lyons,  
 John J. F. Martin,  
 James J. McCue,  
 Joseph P. McDermott,  
 Seward J. McGillvray,  
 William A. McGrady,  
 John F. McHenry,  
 Edward J. Mogan,  
 John J. Moriarty,  
 John J. Morris,  
 Francis M. Mullen,  
 Francis A. Murphy,  
 James A. O'Donnell,  
 John L. O'Hare,  
 Timothy A. O'Keefe,  
 William F. O'Mara,  
 Francis I. O'Neill,  
 John J. O'Neill,  
 William J. Pearson,  
 Richard F. Powers,  
 John E. J. Ratcliffe,  
 John J. Reagan,  
 Francis T. Roache,  
 Joseph W. A. Russell,  
 Francis E. Shea,  
 Timothy J. Sheehan,  
 Daniel D. P. Skierski,  
 Daniel F. Sullivan,

Herbert I. Sullivan,  
Charles J. F. Wagner.

## LEWIS SCHOOL.

## Boys.

Frederick D. Achilles,  
T. Donald Adair,  
Eugene H. Arnold,  
Thomas E. Clifford, jr.,  
Walter Devine,  
Charles W. Eaton,  
Walter Foley,  
Frank T. Grant,  
Clarence H. Holloway,  
Albert S. Kelley,  
Louis J. Killian,  
Isidore P. Klous,  
Henry A. Kroh,  
Albert W. Laming,  
Thomas E. Lawrence,  
Walter E. Lydston,  
John D. Marks,  
Elmer A. Merriam,  
Harry W. Newcomb,  
Frank M. Packer,  
John S. Pendleton,  
William Reichert,  
George W. Root,  
Frank Salter,  
Walter Scanlan,  
William A. Seaver,  
Thomas A. Sheehan,  
George R. Small,  
Edwin F. Swartzenberg,  
Ralph A. Vandewart,  
Jack Van Ulm,  
George W. Vogel,  
John J. Walsh,  
Whitney Waugh,  
John F. Webber,  
Frederick Wingersky,  
Charles H. Wollinger.

## Girls.

Celia Alkon,

Ethel M. Allen,  
Mary Arnold,  
Bertha I. Berger,  
Myra R. Blatt,  
Catherine G. Brinn,  
Alice S. Bryant,  
Lulu A. Caldwell,  
Florence E. Chace,  
Alice W. Clement,  
Catherine F. Clifford,  
Gertrude E. Connell,  
Myra C. Cook,  
Helen L. Creed,  
Florence A. Cronin,  
Ella N. Curtis,  
Eva E. Dean,  
Ellen W. Delano,  
Sarah M. Dunn,  
Anna L. Foley,  
Elizabeth Foss,  
M. Theresa Freeman,  
Annie B. Gair,  
Katherine M. Gair,  
Amy C. Gill,  
J. Angela Good,  
Marie L. Harris,  
Miriam Harris,  
Rosalind E. Harris,  
Anna B. Hickey,  
Beatrice C. Hill,  
Lilian M. Horne,  
Ethel M. Jones,  
Edith D. Jordan,  
Grace A. Kelleher,  
M. Georgianna Kelley,  
Florence G. Kimball,  
Celia R. Klous,  
Estelle M. Ladd,  
Susie G. Lakin,  
Fannie E. Lovesy,  
Margaret V. Lynch,  
Maybelle J. MacGregor,  
Sadie E. Mazur,  
Mary K. McCormick,  
Mae R. Murphy,

Hattie G. Myers,  
 Jeanette L. Needham,  
 Anna M. Nihen,  
 Mary F. O'Leary,  
 Alice N. Pembroke,  
 Bertha Penkoffski,  
 Mabel Polsey,  
 Marion Polsey,  
 Fannie Poppelhower,  
 Winzola M. Pratt,  
 S. Grace Root,  
 Julia B. Shea,  
 Harriet M. Stanley,  
 Adelaide E. Sturks,  
 Laura J. Thorpe,  
 C. Edith Tufts,  
 Jeannette Vogel,  
 M. Louise Webber,  
 Mary F. Webber,  
 May A. Webber,  
 Goldie Weber,  
 Ruby C. Wrayton.

## LINCOLN SCHOOL.

*Boys.*

J. William Arey,  
 Thomas J. Begley,  
 Harry C. Bencks,  
 Henry E. Brennick,  
 Fred M. Churchill,  
 Theodore J. Cobb,  
 Arthur S. Crosby,  
 Harold G. Cushing,  
 Matthew R. Decoursey,  
 George H. Delano,  
 Percy L. Dolbeare,  
 Ralph L. Donoghue,  
 William Dunn,  
 Joseph T. Evans,  
 Hugh K. Fisher,  
 John P. Griffin,  
 Dennis J. Hallahan,  
 Ralph W. Hart,  
 Charles W. Horgan,  
 John Humphrey,

Samuel R. Jones,  
 John E. Keefe, jr.,  
 Walter J. Leary,  
 Dennis C. Loney,  
 Jerome A. Macdonald,  
 William B. Maher,  
 Francis X. Martin,  
 Henry L. McDowell,  
 Thomas F. McGovern,  
 William J. McMahon,  
 James J. Morrissey,  
 John J. Murphy,  
 Percy W. Oberg,  
 Thomas F. O'Brien,  
 Kenneth L. Salmon,  
 Maurice T. Scanlan,  
 Alfred E. Shaffer,  
 William D. Taylor,  
 Lewis E. Trussell,  
 Arthur G. Watson,  
 Arthur B. Weare,  
 Harrison R. Westcott,  
 Edward E. Williamson.

## LONGFELLOW SCHOOL.

*Boys.*

William F. Abe,  
 Herbert C. Beck,  
 Franklin J. Bouvé,  
 Earle N. Crysler,  
 Clifford R. Davis,  
 Lonis J. Gray,  
 Arthur A. Guild,  
 Edward L. Houghton,  
 Laurence Hussey,  
 C. Le Baron Kasson,  
 Frederick A. Kesselhuth,  
 John H. McKinlay,  
 Francis T. Morton,  
 Arthur C. Most,  
 Joseph H. Peterson,  
 Arthur N. Preston,  
 Percy L. Ridley,  
 John A. Singler,

James W. Twombly,  
 Edwin E. Webb,  
 Walter C. Weithaas.

*Girls.*

Elizabeth Addison,  
 Emma F. Alexander,  
 Ruby J. Baker,  
 Rosalia E. Brauer,  
 Mary E. Burhoe,  
 Ella L. Carlson,  
 Augusta W. Chenery,  
 Margaret Engel,  
 Frances E. Griffin,  
 Emilie Heinser,  
 Henrietta E. Helmboldt,  
 Louisa Hoeckel,  
 Graee A. Hutchinson,  
 Edith E. Jones,  
 Emma C. A. Maier,  
 Rose G. McMorrow,  
 Esther M. Peterson,  
 Grace A. Spencer,  
 Emily W. Telander,  
 Rosalie H. Wheelock,  
 Helen M. Wise.

Theodore Ernst,  
 Elias Finberg,  
 William E. Fritz,  
 Joseph A. Harran,  
 Ralph H. Jackson,  
 Abraham Jacobs,  
 Andrew H. Kasper,  
 Joseph W. Kelly,  
 William A. Krauth,  
 Otto M. Lindenberg,  
 Clarence J. Lueth,  
 Edward E. McCoy,  
 Ernest McDempster,  
 Albert McNaughton,  
 William J. Miller,  
 Elijah Myers,  
 Frederick H. O'Connell,  
 Elmer F. Rider,  
 Gottlieb F. Rothfuss,  
 Adolph H. Ruelberg,  
 John Russell,  
 John D. Spence,  
 Michael T. Sullivan,  
 John Tiews,  
 Joseph Tiews,  
 George J. Weigold,  
 Alexander Whitecross.

## LOWELL SCHOOL.

*Boys.*

John J. Ade,  
 John W. Alley,  
 Charles C. Bertsch,  
 William C. Bourne,  
 Charles A. Braslan,  
 Harry A. S. Brazer,  
 Chester G. Broadbent,  
 Otto E. Buttner,  
 William H. Canavan,  
 Percy H. Curtis,  
 Oron M. Delesdernier,  
 James H. Dolan,  
 James L. Dolan,  
 Lawrence E. Donlan,  
 John J. Donohue,

*Girls.*

Katharine J. Bantle,  
 Cora V. Barry,  
 Ella S. Bartlett,  
 Ella L. Beck,  
 Clara H. Becker,  
 Gertrude A. Becker,  
 Virginia E. Braslan,  
 Josephine H. Carney,  
 Mabel F. Clark,  
 Mary Cosgrove,  
 Helen F. Craven,  
 Mariam M. Davidson,  
 Lillian M. Farrington,  
 Mary T. Fleming,  
 Christina L. Gillis,  
 Elizabeth E. Green,

Josephine F. M. Griffin,  
 Martha C. Hirdler,  
 Sarah E. Jackson,  
 Catherine H. Johnson,  
 Grace M. Jones,  
 Freda Kantrowitz,  
 Margaret C. Kearns,  
 Catherine H. Kenny,  
 Marion E. Killion,  
 Williamina Knight,  
 Helen L. Kolb,  
 Louisa S. Lange,  
 Annie G. Leonard,  
 Edna C. McNaughton,  
 Mabel G. McNealy,  
 Esther Melhardo,  
 Rudolphina Metzger,  
 Pauline T. Moritz,  
 Sarah E. Morse,  
 Gertrude A. C. Mullen,  
 Ethel L. Munro,  
 Marion Rosen,  
 Mary C. Ryan,  
 Margaret C. Sanderson,  
 Margaret M. Seanlon,  
 Magdelene T. Schwendeman,  
 Anna M. Sommering,  
 Annie F. Sweeney,  
 Leonide F. Viehhaenser,  
 Mary T. Vogel,  
 Grace F. Weden,  
 Catherine L. White,  
 Margaret F. Wholley,  
 Adaline E. Wisker,  
 May B. Wood,  
 Annie Zimmer.

## LYMAN SCHOOL.

*Boys.*

Michael F. Caddigan,  
 Cornelius N. Collins,  
 John T. Cummings,  
 William A. FitzGibbons,  
 William P. Hickey,

Thomas Hilton,  
 Walter J. Kelley,  
 M. Joseph Landrigan,  
 James J. Leary,  
 William A. McCarthy,  
 Matthew McDonald,  
 J. Vincent O'Donnell,  
 Dennis A. O'Neil,  
 Frederick W. Proctor,  
 George E. Rose,  
 Jacob L. Segall,  
 Thomas F. Sheehan,  
 Norman F. Sherman,  
 William H. Slade,  
 J. Henry Walsh,  
 James J. Winston.

*Girls.*

Rebecca Barkin,  
 Florence M. Bethune,  
 Frances R. L. Brady,  
 Sarah Caro,  
 Sarah J. Cummings,  
 Viola I. Dewar,  
 Juliette M. Dunne,  
 Helen L. Feely,  
 Maria A. Ferreira,  
 Florence Ford,  
 Fannie M. Gueth,  
 Amanda L. Hennessey,  
 Aettra R. Kaufman,  
 Kate E. McMullin,  
 Florence A. McNaughton,  
 Mary A. O'Keefe,  
 Marguerite A. O'Neil,  
 Rosa E. Williams,  
 Louisa J. H. Wohlschlegel.

## MARTIN SCHOOL.

*Boys.*

Hyman Abrahams,  
 Lester A. Blight,  
 Fred D. Campbell,  
 John J. Ferren,

John J. Harmon,  
 John J. Kiely,  
 James S. Knowles,  
 Bernard L. Luppold,  
 Charles W. MacKinnon,  
 James P. O'Brien,  
 Andrew J. O'Connor,  
 Alfred H. Shea,  
 Patrick E. Smith,  
 Albert C. Sproul,  
 Paul Tetzlaff,  
 George A. Welchlin,  
 William J. Wolff.

*Girls.*

Martha M. Corbett,  
 K. Elizabeth Donovan,  
 Jane A. Goodrich,  
 Margaret H. Grant,  
 Evelyn M. Haven,  
 Helen T. Healy,  
 Rosa Heintz,  
 Alice G. Henderson,  
 Harriet E. Kingsbury,  
 Mary E. Lohan,  
 Margaret L. Loraway,  
 Evangeline G. Lyons,  
 Florence M. Martin,  
 Edna M. Nudd,  
 Annie M. Owens,  
 Emily J. Rowan,  
 Minnie L. Shedd,  
 Margaret J. Truesdale,  
 Louise H. Von Euw,  
 Anna White,  
 M. Louise Yendley.

## MARY HEMENWAY SCHOOL.

*Boys.*

Charles F. Austin,  
 Warren A. Brown,  
 Patrick Cassidy,  
 Benjamin B. Church,  
 Charles F. Clark,

Robert R. Clark,  
 Harrison B. Clement,  
 Peter A. Collins,  
 Edwin L. Corthell,  
 Harry T. Eddy,  
 James C. Fairweather,  
 Edward C. Felton,  
 John A. Hanlon,  
 Bradford L. Howe,  
 Leo A. Johnson,  
 Greenwood A. Jollimore,  
 John R. Keller,  
 Thomas H. Meade, jr.,  
 Nicholas Murray,  
 Frank A. Neal,  
 Charles R. Powers,  
 Ralph C. F. Provan,  
 Charles C. Roberts,  
 Arthur D. Safford,  
 Conrad H. Schultz,  
 Frederick E. Simmons,  
 Fred L. Smith,  
 Chester H. Swift,  
 Thomas F. White.

*Girls.*

Grace M. Conboy,  
 Sadie L. Conboy,  
 May Cuddihy,  
 Elaine Goodridge,  
 Mary A. Hagarty,  
 Annie E. Judge,  
 Amy A. Keller,  
 Edith B. Kimball,  
 Mariana Lilly,  
 Alice M. McGurn,  
 Agnes W. Murdoch,  
 Florene E. Noone,  
 Catherine E. O'Brien,  
 Elsie M. Paine,  
 Marie E. Revell,  
 Annie C. Simmons,  
 Willa F. Spenceer,  
 Anna E. White.

## MATHER SCHOOL.

*Boys.*

Frederick W. Q. Birtwell,  
 Vincent W. Bullard,  
 William B. Carey,  
 James H. Carton,  
 John F. Conroy,  
 William D. Currier,  
 Thomas J. Davis,  
 John F. Donovan,  
 Thomas F. Dorsey,  
 Frederick E. Earle,  
 Joseph G. Edwards,  
 John A. Glynn,  
 Clement G. Godfray,  
 J. Joseph Haggerty,  
 Frank E. Hallas,  
 Daniel J. Halloran,  
 Stephen J. Hart,  
 Thomas J. Holland,  
 Daniel J. Ilurley,  
 William J. Kennedy,  
 Martin L. McCabe,  
 John J. McDermott,  
 John A. McMahon,  
 Edward J. J. Mellyn,  
 James W. Milne,  
 William H. Mullen,  
 John A. Murphy,  
 Arthur J. Noble,  
 Andrew J. Norton,  
 Arthur F. B. O'Kane,  
 Frank P. V. O'Neil,  
 Arden Reeve,  
 Charles B. Richardson,  
 Charles Rosnosky,  
 John J. Ryan,  
 Frank H. Sproul,  
 Edward P. Voye,  
 William A. White,  
 James W. Wickwire,  
 Daniel Woodhead.

*Girls.*

Kate F. Bascom,

Lillian A. Besarieck,  
 Florence M. Brunt,  
 A. Gertrude Bullard,  
 Rose M. Cavanagh,  
 Harriet A. Coe,  
 Ellen L. Connell,  
 Norah G. P. Connelly,  
 Florence M. Cook,  
 Rebecca E. Cook,  
 Mabel F. Craig,  
 Margaret C. Curran,  
 Ella L. Dibbern,  
 Anna C. Flynn,  
 Katherine E. Freeman,  
 Nellie I. Gardner,  
 Mary E. Halloran,  
 Effie M. Harnish,  
 Maud H. V. Harrison,  
 Agnes G. L. Hehir,  
 Adaline P. Hibbard,  
 Catherine J. Hughes,  
 Lena E. Kiley,  
 A. May Knapton,  
 Katherine V. Lally,  
 Sadie M. M. Logan,  
 Alice L. Mahan,  
 Elizabeth F. McNeil,  
 Genevieve L. Mullen,  
 Martha R. Murphy,  
 Theresa G. O'Brien,  
 Katherine E. Peard,  
 Edith E. Peters,  
 Rose M. Ramisch,  
 Bertha M. Roberts,  
 Annie P. Stearns,  
 Elizabeth C. Thompson,  
 Flora M. Walden,  
 Ethel C. Warren,  
 Mary A. Welsh,  
 Helen F. Westgate,  
 Mary S. Whitehead.

## MINOT SCHOOL.

*Boys.*

Forrest S. Blanchard,

Charles A. Dacey,  
 Joseph J. Dacey,  
 Daniel J. Daley,  
 James J. Dooley,  
 A. Lloyd Farnham,  
 Thomas J. Flanagan,  
 Arthur F. Forsaith,  
 Robert A. Glynn,  
 Daniel D. Hurley,  
 Thomas F. McGrail,  
 Thomas H. Meley,  
 Frank T. Pennington,  
 George S. Sherman,  
 Herbert T. Smith,  
 John A. Sullivan,  
 Thomas L. Taylor,  
 Philip H. Tukesbury.

*Girls.*

Bertha M. Cushing,  
 Jane K. Daley,  
 Margaret G. Daley,  
 Catherine A. Driscoll,  
 Alice M. Harrington,  
 Ethel L. Harris,  
 Frances A. Hayes,  
 Ann B. Locke,  
 Mary C. Locke,  
 Mary F. McCloskey,  
 Charlotte M. McPnerson,  
 Catharine F. Meleedy,  
 Alice M. Morse,  
 Catherine F. O'Connor,  
 Lucy C. Phillips,  
 Annie W. Rideout,  
 Edith L. Souther,  
 Ethel F. Staples,  
 Alice C. Tarbell,  
 Agnes M. Walker.

## NORCROSS SCHOOL.

*Girls.*

Helen A. Adams,  
 Pauline S. Alberts,

Antoinette C. G. Becker,
Laura G. Belden,
Josephine C. P. Brazzell,
Mary L. Brennan,
Maud M. Brown,
Amelia C. Daly,
Eleanor M. Daly,
Charlotte A. Deering,
Elizabeth G. Denn,
Mary C. Doyle,
Ellen T. Duggan,
Jane E. Flanagan,
Mary T. G. Flynn,
Mary T. Fraser,
Theresa M. Ganghen,
Margaret F. Griffin,
Margaret E. Halpin,
Mary A. Harrington,
Agnes J. Horgan,
Norah F. Horgan,
Elvira M. Johnson,
Elizabeth A. Kehoe,
Mary A. Kenney,
Mary T. Keohane,
Sarah M. Kiley,
Lucy E. Killea,
Hannah T. Lynch,
Alice V. Mahony,
Marella G. Mahony,
Frances M. McCormack,
Ellen F. McDermott,
Mary E. F. McGowan,
Florenee L. McVey,
Ella A. Murphy,
Catherine L. Murray,
Mary E. Norris,
Abbie J. O'Neil,
Gertrude V. Prowse,
Annie G. Reavey,
Anna A. Sullivan,
Gertrude H. Sullivan,
Lina R. Walsh,
Rosa M. Walsh,
Sarah M. Walsh,
Jennie Watson,

Ellen L. Whitton,  
Susan Wilcox.

PHILLIPS SCHOOL.

*Boys.*

William H. Allen,  
James G. Anderson,  
Raymond M. Barry,  
Edward H. Blair,  
Adolph Borovsky,  
Joseph A. Bryan,  
Eugene J. Cardarelli,  
Philip Castleman,  
Eugene F. Collins,  
Walter J. Connell,  
Morris L. Coretsky,  
Clarke Crichton,  
Frank E. Cunningham,  
Patrick B. Cunningham,  
Samuel Czarlinsky,  
Elmer B. Derby,  
Hyman Diamond,  
Joseph L. Doyle,  
William J. Fitzgerald,  
John B. Fitzpatrick, jr.,  
Leo F. Fitzpatrick,  
Julius Gruber,  
Joseph V. Harkins,  
Kenneth A. Haskell,  
Moses Hopper,  
Charles Kaufman,  
Edward F. Kelley,  
Frederick F. Lambert,  
Leo J. Lambert,  
Edward Levine,  
Isaac Levine,  
William I. Lurie,  
James E. Lynch,  
Harry N. Mayers,  
James S. McEwen,  
David A. Meshulam, y,  
Andrew Ostrovsky,  
Joseph A. Ottmann,  
Richard J. Prout,

Stanley W. Roberts,  
Joseph M. Rubinovitz,  
Benjamin Schoenberg,  
Hyman E. Slobodkin,  
James Solomont,  
Aaron Stein,  
David L. Toomey.

PRESCOTT SCHOOL.

*Boys.*

Webster F. Copithorn,  
Hampden Crane,  
Walter B. Dennis,  
Henry A. Drane,  
B. Frank Fee,  
Thomas J. Fitzgerald,  
Alvah C. Ford,  
Frank E. Heedy,  
Henry T. Hynes,  
John H. Jordan,  
William Kane,  
William J. Kelly,  
George F. Kiley,  
Lawrence E. Lassen,  
Michael J. Leahy,  
Richard J. Leonard,  
Daniel J. Maguire,  
Willard E. Munday,  
Stephen J. Murphy,  
Clifford I. Naughts,  
Francis A. X. Ready,  
Frederick R. Tohterman,  
Frank L. Towle,  
R. Emmett Tracy.

*Girls.*

E. Florence Bailey,  
Mary T. Baker,  
Ellen M. Blagdon,  
Sarah E. Bordman,  
Genevieve R. Bossen,  
Grace E. Brown,  
Louise A. Casey,  
Emma G. Clark,

Mabel A. Dumas,  
 Corinne E. Edwards,  
 Anna E. Egan,  
 Mary B. Fagan,  
 Florence Gill,  
 Mary A. Harvey,  
 Mary F. Hennessey,  
 Margaret C. Herlihy,  
 Mildred J. Hunter,  
 Mary Jones,  
 Mary I. Jordan,  
 Elizabeth Leim,  
 Margaret I. Maegovern,  
 Annie L. Mercier,  
 Marion N. Munn,  
 Loretta M. Quinlan,  
 Margaret A. Sheehan,  
 M. Etheline Spain,  
 Mary E. J. Spain,  
 Elizabeth J. Sweeney,  
 Katherine F. Sweeney,  
 Gertrude A. Whellen.

## PRINCE SCHOOL.

*Boys.*

Edgar W. Allen,  
 Lucius Barnet,  
 Ralph M. Barstow,  
 Emery C. Bliss,  
 Frank H. Dunbar,  
 William E. Forbes,  
 Gordon G. Gatch,  
 John F. Johnson,  
 Paul Jones,  
 Paul Langley,  
 George S. Leonard,  
 Robert H. Lewis,  
 George C. Mansfield,  
 Arthur D. Manson,  
 Walter Powers,  
 Richard E. Rudolph,  
 John B. Saunders,  
 Spencer U. Stranahan,  
 Joseph H. Vatcher,

G. Robert Wheeler,  
 L. Irving Withington.

*Girls.*

Mabelle F. Abbott,  
 Jessie B. Alley,  
 Lida S. Baker,  
 Alma Barnet,  
 Eva M. Belloff,  
 Helen F. Bidwell,  
 Lillian Blaisdell,  
 E. Louise Brackett,  
 Lillian E. Brigham,  
 Sara M. Campbell,  
 Annie P. Carter,  
 Marion G. Carver,  
 Eva L. Clark,  
 Edith J. Dower,  
 Josephine M. Flatley,  
 Lillian M. Hunter,  
 Mildred A. Leonard,  
 Ida E. Lewis,  
 Maude L. MacDowell,  
 Fanny K. McCaffrey,  
 Mary J. McKenzie,  
 Olive E. McMackin,  
 Lillian A. Mitchell,  
 Elizabeth A. Monahan,  
 Mary L. Moore,  
 Annie E. Murphy,  
 Helen C. Nowell,  
 E. Eugenie Olys,  
 Maude A. Pace,  
 Joanna A. Pitts,  
 Faith Pomeroy,  
 Adeline E. Rand,  
 Gertrude N. Randolph,  
 Bereneice E. Reardon,  
 Florence Refflin,  
 Hilda M. Rosecrans,  
 Gertrude M. Saunders,  
 Elizabeth T. Schenck,  
 Anna R. Stranahan,  
 Josephine F. Swanson,  
 Florence I. Sylvester,

Marcia E. Terry,  
 Clara L. Thompson,  
 Mary E. Thornton,  
 Maude U. Trask,  
 Mary Tudor,  
 Germaine Varöt,  
 Theresa B. Walley,  
 Helen E. Webber,  
 Agnes L. White.

## QUINCY SCHOOL.

*Boys.*

Thomas A. Bailey,  
 William D. Barry,  
 Henry L. Bowman,  
 Julius W. H. Brion,  
 Charles V. Bryan,  
 Thomas A. Callahan,  
 Dennis J. Carey,  
 Harry K. Clark,  
 Walter J. Connell,  
 Joseph Daniels,  
 Martin A. Devine,  
 John J. Earle,  
 John J. Galvin,  
 Jacob H. Goldberg,  
 Louis Greenbaum,  
 William F. Hogan,  
 Thomas F. Hurley,  
 Samuel Kasanof,  
 William F. B. Kelley,  
 Isaae Klein,  
 Simon Lewis,  
 Mortimer F. Liston,  
 Jeremiah J. Mahoney,  
 John J. Mahoney,  
 James M. Mansfield,  
 Joseph P. McIntire,  
 Joseph A. Murphy,  
 John F. C. O'Neil,  
 Andrew J. Porter,  
 Ephraim Radlo,  
 Mark Radlo,  
 Max Reck,

Isaac Rosenthal,  
 James A. Sullivan

## RICE TRAINING SCHOOL.

*Boys.*

George T. Arey,  
 David M. Arkin,  
 Louis Arkin,  
 Russell E. Austin,  
 James L. Bamcroft,  
 J. Lane Bishop,  
 Douglas B. Brown,  
 Percy G. Brown,  
 George L. Buguey,  
 James H. Connell,  
 Enrique Cross,  
 Frederick A. Damm,  
 William J. Delaney,  
 Llewellyn Dobson,  
 Harry P. Dodge,  
 Edward H. Donahue,  
 William J. Drinan,  
 James F. Driscoll,  
 Carl J. Foster,  
 Herbert G. Foster,  
 Maurice Goldsmith,  
 William E. Henderson,  
 Waldo E. Houghton,  
 James R. Jerome,  
 Henry L. Johnson,  
 Walter L. Lewis,  
 John F. Maguire,  
 James J. Mc'Carthy,  
 Edward F. McLaughlin,  
 Edmund D. McManus,  
 Thomas F. Murphy,  
 Simon Myerson,  
 George A. O'Toole,  
 William H. Purdy,  
 Frank S. Reynolds,  
 Thomas J. Rooney,  
 Patrick L. Sullivan,  
 Maurice S. Sutherland,  
 Charles S. White,  
 Percival C. Whitney.

## ROBERT G. SHAW SCHOOL.

*Boys.*

Chester Allen,  
 Edward M. Conway,  
 William E. Cronin,  
 Guerik G. P. de Coligny,  
 Robert D. Farrington,  
 Fred P. Ferson,  
 George C. W. Flechtnr,  
 Rudolph F. Gerlaeh,  
 Charlton B. Hibbard,  
 Arthur W. Horton,  
 Grenville B. Seignious,  
 Thomas E. Shea,  
 Guerdon G. Skinner,  
 Chester P. Vickery.

*Girls.*

Edith E. Black,  
 Agnes C. Borden,  
 Harriet K. Borden,  
 Frances M. Condry,  
 Mary J. Cunningham,  
 Katherine E. Curley,  
 Lillian E. Fallon,  
 Maude F. Geldert,  
 Florence M. Hulbig,  
 Mary F. Kane,  
 Josephine B. Kern,  
 Judith Levy,  
 Teresa Lown,  
 Agnes A. Lutz,  
 Sadie A. Mahoney,  
 Mary J. McGettrick,  
 Wilhelmina Mullan,  
 Nellie W. Noon,  
 Frances E. Perchard,  
 Bertha E. Poland,  
 Mary J. Reardon,  
 Elizabeth Rourke,  
 Katherine A. Shea.

## ROGER CLAP SCHOOL.

*Boys.*

John G. Bjorson,

John W. Brady,  
 Prescott J. Clapp,  
 Irving Clough,  
 Everett P. Cook,  
 Joseph B. Cooney,  
 Eugene J. Courtney, jr.,  
 John J. Gallagher, jr.,  
 Eugene Hayes,  
 James D. Henderson,  
 William V. Hoar,  
 John P. Loftus, jr.,  
 James J. Lynch,  
 Charles J. Mason,  
 Egon C. Michael,  
 Ernest W. Minnum,  
 James H. Mohan,  
 Harry J. Norton,  
 Dennis J. O'Brien,  
 John J. Piotte,  
 Joseph P. Rhilinger,  
 Frank E. Smith,  
 Albert H. Thomas,  
 George M. Whelden, jr.,  
 George A. Zbrosky.

*Girls.*

Laura F. Arnold,  
 Amy L. Berry,  
 Mary W. Brennan,  
 Angie R. Buckner,  
 Marie A. Cardani,  
 Beatrice A. Clark,  
 Jane Crampton,  
 Corinne B. Davis,  
 Lillian E. Dineen,  
 Edith W. Dinsmore,  
 Anita C. Goodfellow,  
 Annie J. Hendrickan,  
 Clara A. Henry,  
 Barbara Holthaus,  
 Adèle V. Leonard,  
 Bertha N. Levy,  
 Grace E. Litchfield,  
 Sarah J. M. Litchfield,  
 Esther M. Lynch,

Mary R. Manton,  
 Mary A. McCarthy,  
 Mary A. McGue,  
 Marcella M. Mockler,  
 Lottie E. Warren,  
 Louise G. Wieman,  
 Alice Wilder.

## SHERWIN SCHOOL.

*Boys.*

John J. Archdeacon,  
 Alfred Basch,  
 Joseph H. Bay,  
 John L. Benson,  
 Lewis L. Broydick,  
 Max Buxbaum,  
 Aimè Casteels,  
 Julius Celler,  
 Charles H. Coltier,  
 Louis D. Dewar,  
 Emil E. Dietrich,  
 Patrick J. Donovan,  
 Percy Duggan,  
 William A. Finlay,  
 Joseph V. Foley,  
 William P. Freundlich,  
 J. Henry Gates,  
 Edward Graham,  
 Charles D. Grundy,  
 Albert J. Hall,  
 Callahan T. Hogan,  
 Alton F. Jackson,  
 William T. Kilderry,  
 Davis Lebb,  
 Carl E. Lindelof,  
 Charles F. Mahoney,  
 John E. McManus,  
 Edward F. Melzard,  
 Emil W. Mollergren,  
 James J. Murphy,  
 Clows S. Palmer,  
 Louis F. Pennie,  
 Charles H. Powell,  
 James A. Regan,

Paul Rich,  
 Charles Riley,  
 Robert S. Riley,  
 Walter C. Rogers,  
 Henry M. A. Schleicher,  
 Paul J. Schuabel,  
 Leonard J. Shore,  
 William B. Stevenson,  
 Julian R. Stubbs,  
 John J. Turley,  
 Alexander E. Wainer,  
 William Weaver.

## SHURTLEFF SCHOOL.

*Girls.*

Susan B. Aarons,  
 Pearl Anderson,  
 Ida L. Bastian,  
 Anna O. Benes,  
 Elsie P. Bishop,  
 Erma M. Boehm,  
 Lizzie B. Bowman,  
 Margaret F. Brown,  
 Mary A. Bruen,  
 Ellen F. Brunick,  
 Katherine V. Burns,  
 Alice M. Burnside,  
 Jennie E. Cambridge,  
 Caroline F. Carle,  
 Bessie R. Carroll,  
 Margery H. Carroll,  
 Clara M. Cleminson,  
 Nora L. Collins,  
 Grace G. Colman,  
 Marion E. Costello,  
 Elizabeth A. Coughlin,  
 M. Louise Cross,  
 Frances C. Cullen,  
 Lillian J. Cully,  
 Mary E. Dempsey,  
 Mary A. Donovan,  
 Gertrude L. Dunphy,  
 Lillian E. Dyer,  
 Margaret J. Foley,

Katherine L. Freeman,  
 Elizabeth M. Gorman,  
 Harriet E. Green,  
 Ethel F. Grove,  
 Sarah Hart,  
 Elizabeth L. Heald,  
 Sylvia T. Kopf,  
 Mary E. Lawton,  
 Emma C. Marks,  
 Florence G. Mason,  
 Margarita C. McDermott,  
 Annie E. Muldoon,  
 Katherine A. Muldoon,  
 Alice E. Murphy,  
 Gertrude F. Murphy,  
 Mabel E. Nicholson,  
 Caroline G. Obermeyer,  
 Catherine A. O'Hare,  
 Emma C. Prue,  
 Mary E. Ring,  
 Margaret L. Ryan,  
 Mary A. Ryan,  
 Louisa G. Smith,  
 Mabelle E. Smith,  
 Wilhelmine C. Stolp,  
 Daisy Sullivan,  
 Williamena A. Sutherland,  
 Alice G. L. Toomey,  
 Florence B. Wait,  
 Jessie E. Washburn,  
 Edith C. M. Webber.

## THOMAS N. HART SCHOOL.

*Boys.*

Wallace B. Barr,  
 George A. Bean,  
 Carl J. Brinkman,  
 William J. Byrnes,  
 John J. Callahan,  
 Michael A. Cotter,  
 James W. Dickson,  
 William J. Donahue,  
 Everett H. Draper,  
 William L. Duniean,

Michael P. Fahey,  
 Chester C. Ford,  
 Thomas H. Ford,  
 Thomas J. Gallagher,  
 William T. Gillis,  
 Francis C. Greenan,  
 Daniel S. Hickey, jr.,  
 Michael A. Hooley,  
 George H. Hoyt,  
 Daniel J. Kinnaly,  
 Leopold C. Knebel,  
 Thomas P. Larkin,  
 Frederick W. Lewis,  
 John J. Mack,  
 George P. Mackie,  
 John E. Mackin,  
 James W. Manary,  
 Michael H. McGrath,  
 Richard H. McGrath,  
 Timothy J. Monyhan, jr.,  
 Roy E. Moulton,  
 Robert L. Norton,  
 William I. Norton,  
 Thomas F. O'Brien,  
 James I. O'Connor,  
 William I. O'Reilly,  
 Joseph S. Pfeffer,  
 Noble S. Ray,  
 Henry C. Reardon,  
 William F. Reilly,  
 George W. Ritchie,  
 Avalon G. Robertson,  
 John A. Roche,  
 Joseph T. Towle,  
 William C. Watt,  
 William F. West,  
 Edward P. Williams,  
 Charles F. Willis,  
 George F. Wood.

## TILESTON SCHOOL.

*Boys.*

Charles A. Bachelder,  
 Joseph Byrne,

Vernon E. Copp,  
 John W. Dahl,  
 William J. Daly,  
 Winthrop B. Edwards,  
 Robert M. Franklin,  
 Elmer L. Mundon,  
 Caspar Sehindler, jr.,  
 Charles M. Whitney.

*Girls*

Clara M. Anthony,  
 Katherine E. Burckhart,  
 Mary W. Capewell,  
 Sophia B. Crosman,  
 Elsie R. Cushing,  
 Jennie L. Fraser,  
 Millie Isaacsom,  
 Rose G. Keenan,  
 Sarah E. Lewis,  
 Anna T. Maybury,  
 Helen C. Pearson,  
 Mary E. Seaborn,  
 Sarah C. Teed,  
 Ethel A. Willard.

## WARREN SCHOOL.

*Boys.*

Robert M. Blood,  
 Frederic T. Carroll,  
 Harry Caswell,  
 Harold A. Clay,  
 Walter D. Davol,  
 Herbert A. Donnell,  
 Edward J. Farley,  
 Ernest F. Garland,  
 Arthur L. Healey,  
 Harry B. Leach,  
 Peter M. Mahoney,  
 Edwin L. Palmer,  
 Charles F. Ritchie,  
 Charles W. Wilson.

*Girls.*

Emma L. Carroll,

Jennie T. Carter,  
 Alice V. Chapman,  
 Grace E. Churchill,  
 Katharine G. Coleman,  
 Martha T. Condon,  
 Maud E. Crafts,  
 Ethel P. Davol,  
 Katharine G. Donovan,  
 Lulu A. Donovan,  
 Blanche T. French,  
 Florence B. Green,  
 Leila G. Handy,  
 Florence A. Harrington,  
 Mary L. Hayes,  
 Eunice B. Hopps,  
 Louise Jellerson,  
 Charlotte A. Kettell,  
 Grace W. Laird,  
 Gertrude M. MacCully,  
 Annie J. McCarthy,  
 Mary E. Nixon,  
 May A. O'Brien,  
 Lizzie B. Rimbach,  
 Alice C. Ringer,  
 Ida A. Rogers,  
 May L. Rogers,  
 Caroline W. Sprague,  
 Edith M. Ward,  
 Bernadette M. White.

WASHINGTON ALLSTON  
SCHOOL.*Boys.*

Howard L. Allen,  
 Joseph A. Anderson,  
 Herbert J. Ball,  
 Henry S. Bowen,  
 Edwin O. Brewer,  
 Harry W. Broadbridge,  
 George F. Buckley,  
 John M. Campbell,  
 Herbert G. Chalmers,  
 George D. Coffin,  
 Charles H. Colgan.

Dominick L. Conroy,  
Gerald R. Davis,  
John S. Donovan,  
Joseph H. Fagan,  
Albert J. Fitzpatrick,  
William J. Franey,  
John A. Gallagher,  
James E. Goodson,  
Dwight R. Goodwin,  
Herbert C. Graves,  
Edward J. Havecan,  
James J. Higgins,  
David H. Landers,  
Fred C. Lind,  
Paul H. Macfarlane,  
Edwin A. Meserve,  
Robert L. Moore,  
Chester S. Morrison,  
Edward H. Nelligan,  
Frank A. Perkins,  
Joseph M. Quigley,  
John M. Riordan,  
William H. Rolinson,  
Harry J. Shumway,  
William L. Smart,  
Bertram L. Stowers,  
Harold B. Stratton,  
Oscar S. Swanson,  
Willis W. Thornton,  
John F. Twigg,  
Norman A. Wadleigh,  
Miles S. Wentworth,  
Edmund G. White.

*Girls.*

Ethel M. Angier,  
Delia E. Arkerson,  
Ella F. Beard,  
Jessie H. Bent,  
Ethel W. Boynton,  
Ella L. Bresnahan,  
Leslea P. Brooks,  
Gertrude L. Brown,  
Katharine A. Burke,

Margaret T. Carley,  
Mary A. Carley,  
Jennie M. Compton,  
Alice L. Cooper,  
Nellie R. Cowan,  
Frances S. Cunningham,  
Grace P. Danforth,  
Louise G. Dexter,  
Theresa A. Doucett,  
Alice E. Dresser,  
Martha E. Durgin,  
Bessie M. Dwight,  
Helen S. Eaton,  
Elizabeth H. Edwards,  
B. Teresa Finnegan,  
Grace R. Floyd,  
Aina M. Fors,  
Mary A. Geary,  
Nellie C. Geddes,  
Clara E. Guest,  
Mary T. Hackett,  
Elsie M. Hamilton,  
Evelyn M. Hammond,  
Annie S. Hersey,  
Annie E. Houghton,  
Alice G. Keegan,  
M. Blanche Keegan,  
Marion L. Keeler,  
Theresa L. Kelly,  
Avis A. Kingston,  
Gertrude A. Laubham,  
M. Leonie McCanna,  
Christine A. McKenzie,  
Mary G. McKenzie,  
Mary A. McVey,  
R. Winifred Moore,  
Bertha F. Morley,  
Annie L. Morrissey,  
Catherine S. Morse,  
Mary A. Mulahy,  
Margaret E. Murphy,  
Mary E. O'Gorman,  
Minnie E. Perkins,  
Agnes E. Petrie,  
Eva B. Pillow,

Louise Randall,  
 Mary E. Reilly,  
 Mildred M. Rich,  
 Ethel B. Rockwell,  
 Mary E. Roddy,  
 Ethel K. Rolinson,  
 Clara M. Salisbury,  
 Mary A. Sawin,  
 Alice M. Smith,  
 Edith M. Smith,  
 Mary J. Stack,  
 Charlotte H. Strongman,  
 Bessie F. Teele,  
 Bridget G. Welch,  
 Nora C. Whyte.

WELLS SCHOOL.  
*Girls.*

Mabel F. Annis,  
 Minnie Baitler,  
 Mary D. Branstein,  
 Fannie C. Bushner,  
 Maude Callahan,  
 Lillian L. Connor,  
 Sarah L. Dean,  
 Norah A. Dilworth,  
 Sarah Dutch,  
 Rosa E. Finkelman,  
 Evelyn A. Finnigan,  
 Grace L. Gardner,  
 Annie V. Gorman,  
 Charlotte Harris,  
 Ida Harris,  
 Mary J. Hobbs,  
 Bertha Hollander,  
 Rose L. Hurvitz,  
 Rosie Kerner,  
 Susan L. Kimball,  
 Jennie Kozminsky,  
 Minnie Kozminsky,  
 Dora L. Lurie,  
 Catherine M. Maddock,  
 Caroline F. Mahady,  
 Minnie G. Maneovitz,

Annie H. Mann,  
 Emma Mann,  
 Margaret F. McGurty,  
 Rose Medowy,  
 Annie Meshulamy,  
 Rebecca Millmeister,  
 Lena H. Romberg,  
 Sarah Romberg,  
 Sarah Rosenthal,  
 Augusta G. Schwartz,  
 Elizabeth A. Sheean,  
 Bessie L. Shotlender,  
 Mollie E. Smith,  
 Anna L. Spain,  
 Catherine L. Spillane,  
 Florence H. Steele,  
 Catherine B. Sullivan,  
 Anna K. Taylor,  
 Esther Wiseman.

WINTHROP SCHOOL.

*Girls.*

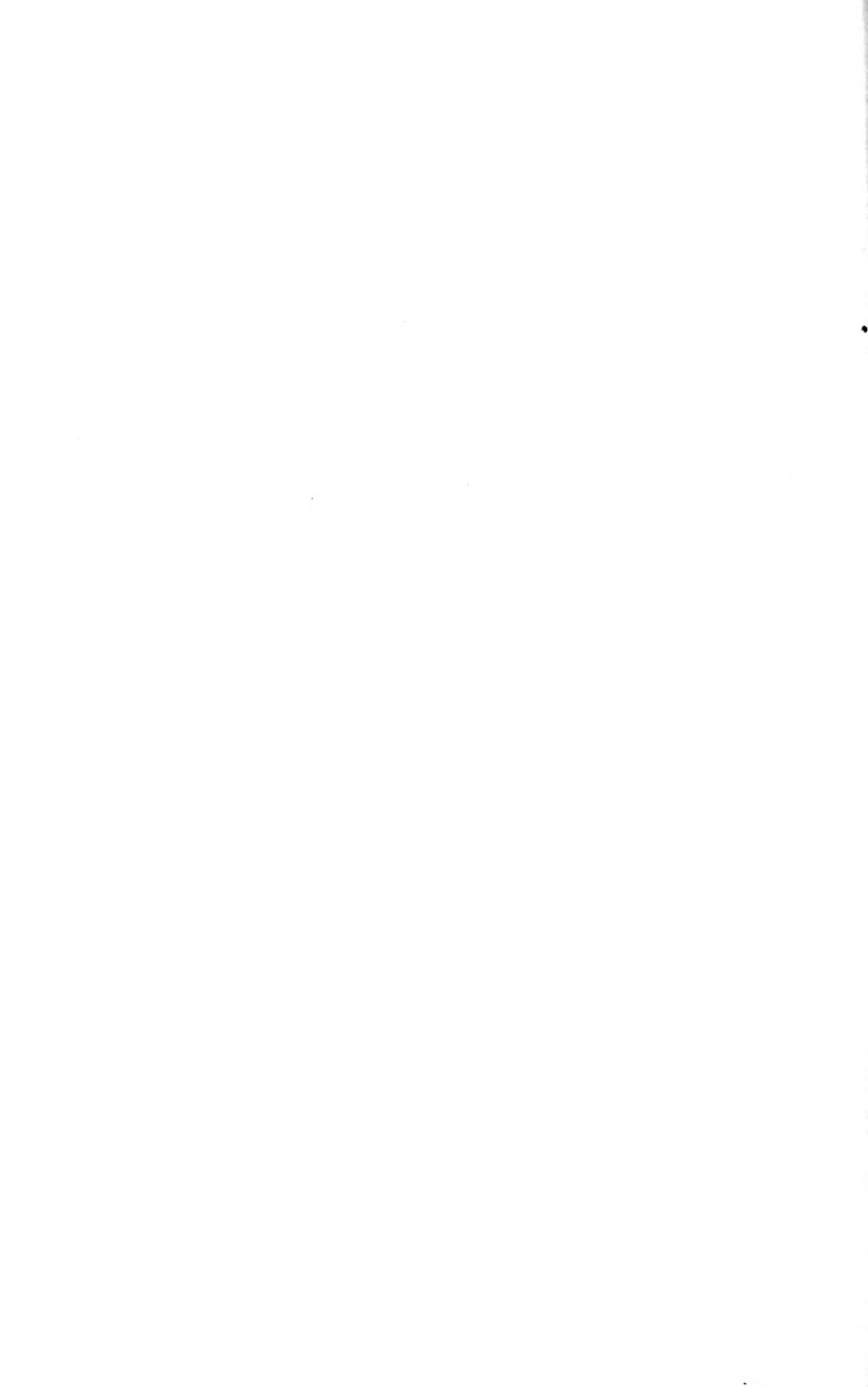
Mary H. Alcock,  
 Rosamond L. Allen,  
 Mary A. Anderson,  
 Fannie Annshinsky,  
 Mary Antin,  
 Fannie Barnett,  
 Florence Barnett,  
 Julia E. Bialas,  
 Grace E. Bowditch,  
 Helen F. Bowditch,  
 Margaret M. Bowen,  
 Grace E. Brett,  
 Mary F. Burns,  
 Katherine E. Carey,  
 Edna C. Cleveland,  
 Rose M. Coughlin,  
 Martha R. Cox,  
 Katherine F. Dacey,  
 Annie E. F. Dever,  
 Catherine A. Donovan,  
 Josephine G. Dwyer,  
 Elizabeth M. Earle,

Annie G. Feely,  
Mary E. Fennelly,  
Angelia C. Gartland,  
Margaret T. Gearin,  
Julia A. Geary,  
Sarah Guggenheim,  
Lillie M. Haley,  
Mollie R. Harris,  
Edna S. Johnson,  
Emma L. Johnson,  
Mary P. Johnson,  
Louise L. Leavitt,  
Katherine M. Mahoney,  
Emily H. McCormack,  
Rosa F. Miller,  
Sarah A. Miller,  
Mary J. Morrissey,  
Katherine A. Murphy,  
Edith Oakley,  
Mary M. O'Brien.

Harriet A. B. Quinn,  
Laura G. M. Ralston,  
Helen J. Revaleon,  
Rebecca Rosendorf,  
Ida S. Rubenstein,  
Margaret M. Shenberg,  
Mildred Singer,  
Isabella M. Smith,  
Katharine T. Sullivan,  
Maed L. Tarrer,  
Susan A. Towle,  
Annie M. Walsh,  
Etta M. Wilson.

## HORACE MANN SCHOOL.

James H. Sullivan,  
Eva M. Arno,  
Mary E. Ryan,  
Mabel E. Thompson.



LIST OF  
CADET OFFICERS, NON-COMMISSIONED STAFF  
OFFICERS, AND FIRST SERGEANTS  
OF THE  
BOSTON SCHOOL CADETS,  
JUNE, 1898.



LIST OF CADET OFFICERS, NON-COMMISSIONED  
STAFF OFFICERS, AND FIRST SERGEANTS

OF THE

BOSTON SCHOOL CADETS, JUNE, 1898.

FIRST REGIMENT.

(English High School.)

FIELD OFFICERS.

*Colonel.* — Cadet W. M. Marston.

*Lieutenant-Colonel.* — Cadet W. B. McGilvray.

*Major.* — Cadet A. W. Stetson.

*Major.* — Cadet E. Granger.

*Major.* — Cadet F. L. Bogan.

STAFF OFFICERS.

*Adjutant.* — Cadet R. C. Andrew.

*Quartermaster.* — Cadet A. B. Allen.

NON-COMMISSIONED STAFF OFFICERS.

*Sergeant-Major.* — Cadet G. S. Hathaway.

*Quartermaster-Sergeant.* — Cadet H. A. Everett.

COMPANY OFFICERS.

RIGHT WING.

COMPANY A. *Captain.* — Cadet J. B. Hibberd; *First Lieutenant.* — Cadet H. C. Everett; *Second Lieutenant.* — Cadet W. M. Bassett; *First Sergeant.* — Cadet M. J. Callahan.

COMPANY B. *Captain.* — Cadet A. Willis; *First Lieutenant.* — Cadet H. Manley, Jr.; *Second Lieutenant.* — Cadet C. B. Clapp; *First Sergeant.* — Cadet H. G. Allbright, Jr.

COMPANY C. *Captain.* — Cadet E. M. Hervey; *First Lieutenant.* — Cadet M. Tishler; *Second Lieutenant.* — Cadet L. G. Bachner; *First Sergeant.* — Cadet W. West.

COMPANY D. *Captain.*—Cadet L. E. Morton; *First Lieutenant.*—Cadet J. L. D. Flaherty; *Second Lieutenant.*—Cadet H. Brooks; *First Sergeant.*—Cadet C. W. Scott.

COMPANY E. *Captain.*—Cadet E. K. Fenno; *First Lieutenant.*—Cadet R. S. Wyner; *Second Lieutenant.*—Cadet C. L. Fuller; *First Sergeant.*—Cadet J. H. Coffey.

COMPANY F. *Captain.*—Cadet A. P. Hall; *First Lieutenant.*—Cadet J. J. Meehan; *Second Lieutenant.*—Cadet A. W. Hersey; *First Sergeant.*—Cadet W. J. Atwood.

COMPANY G. *Captain.*—Cadet J. A. Burgess; *First Lieutenant.*—Cadet G. A. Farren; *Second Lieutenant.*—Cadet A. E. Levin; *First Sergeant.*—Cadet A. D. Ronimus.

COMPANY H. *Captain.*—Cadet F. M. Foley; *First Lieutenant.*—Cadet J. F. Krokyn; *Second Lieutenant.*—Cadet A. Leventall; *First Sergeant.*—Cadet M. W. Cox.

#### LEFT WING.

COMPANY A. *Captain.*—Cadet J. T. Doyle; *First Lieutenant.*—Cadet S. D. Powers; *Second Lieutenant.*—Cadet B. A. McCausland; *First Sergeant.*—Cadet G. J. T. Riley.

COMPANY B. *Captain.*—Cadet J. F. Mooney; *First Lieutenant.*—Cadet W. Cadigan; *Second Lieutenant.*—Cadet S. J. Ripley; *First Sergeant.*—Cadet J. A. Kilroy.

COMPANY C. *Captain.*—Cadet J. L. Martin; *First Lieutenant.*—Cadet R. E. Estes; *Second Lieutenant.*—Cadet J. J. Hennessy; *First Sergeant.*—Cadet F. J. Weston.

COMPANY D. *Captain.*—Cadet T. S. Spinney; *First Lieutenant.*—Cadet H. Pearson; *Second Lieutenant.*—Cadet W. C. Tannatt, Jr.; *First Sergeant.*—Cadet C. G. Atwood.

COMPANY E. *Captain.*—Cadet C. E. Wescott; *First Lieutenant.*—Cadet C. H. Curtis; *Second Lieutenant.*—Cadet D. M. Goldstein; *First Sergeant.*—Cadet T. J. Sullivan.

COMPANY F. *Captain.*—Cadet E. McCarthy; *First Lieutenant.*—Cadet H. J. Dixon; *Second Lieutenant.*—Cadet S. Robinson; *First Sergeant.*—Cadet W. A. Fouhy.

COMPANY G. *Captain.*—Cadet S. O. Jellerson; *First Lieutenant.*—Cadet S. N. Cohen; *Second Lieutenant.*—Cadet J. A. Darling; *First Sergeant.*—Cadet W. H. Mayo.

COMPANY H. *Captain.*—Cadet A. M. Berger; *First Lieutenant.*—Cadet R. M. Lothrop; *Second Lieutenant.*—Cadet T. F. Dolan; *First Sergeant.*—Cadet C. E. Mills.

## SECOND REGIMENT.

(Boston Latin School and Suburban High Schools.)

## FIELD OFFICERS.

*Colonel.* — Cadet R. M. Green. (Boston Latin School.)*Lientenant-Colonel.* — Cadet F. Mullaly. (Roxbury High School.)*Major.* — Cadet W. H. Simpson. (East Boston High School.)*Major.* — Cadet E. B. Watson. (Boston Latin School.)*Major.* — Cadet H. L. Marshall. (Boston Latin School.)

## STAFF OFFICERS.

*Adjutant.* — Cadet A. H. Whitman. (Boston Latin School.)*Quartermaster.* — Cadet A. O. York. (West Roxbury High School.)

## NON-COMMISSIONED STAFF OFFICERS.

*Sergeant-Major.* — Cadet C. Phipps. (Boston Latin School.)*Quartermaster-Sergeant.* — Cadet W. F. Hussey. (Boston Latin School.)

## COMPANY OFFICERS.

## BOSTON LATIN SCHOOL BATTALIONS.

**COMPANY A.** *Captain.* — Cadet J. A. Munroe; *First Lieutenant.* — Cadet A. Ehrenfield; *Second Lieutenant.* — Cadet A. L. Richards; *First Sergeant.* — Cadet B. C. Gould.

**COMPANY B.** *Captain.* — Cadet W. A. Seavey; *First Lieutenant.* — Cadet R. E. Paine; *Second Lieutenant.* — Cadet M. F. Allbright; *First Sergeant.* — Cadet W. C. McDermott.

**COMPANY C.** *Captain.* — Cadet E. B. Horn; *First Lieutenant.* — Cadet W. J. F. Frazer; *Second Lieutenant.* — Cadet M. W. Rand; *First Sergeant.* — Cadet J. P. Wadham.

**COMPANY D.** *Captain.* — Cadet E. F. O'Dowd; *First Lieutenant.* — Cadet J. S. Bent; *Second Lieutenant.* — Cadet J. L. Maguire; *First Sergeant.* — Cadet J. F. Dever.

**COMPANY E.** *Captain.* — Cadet W. H. Snow; *First Lieutenant.* — Cadet F. A. Moulton; *Second Lieutenant.* — Cadet G. B. Wood; *First Sergeant.* — Cadet G. H. McDermott.

**COMPANY F.** *Captain.* — Cadet R. B. Whitney; *First Lieutenant.* — Cadet R. J. Hall; *Second Lieutenant.* — Cadet A. J. Copp; *First Sergeant.* — Cadet A. S. Bolster.

**COMPANY G.** *Captain.* — Cadet B. A. Mackinnon; *First Lieutenant.* — Cadet D. P. Hayes; *Second Lieutenant.* — Cadet H. R. Gardner; *First Sergeant.* — Cadet R. E. Webster.

**COMPANY H.** *Captain.*—Cadet E. W. C. Jackson; *First Lieutenant.*—Cadet W. J. Mayers; *Second Lieutenant.*—Cadet R. H. Goldthwaite; *First Sergeant.*—Cadet R. F. Jackson.

SUBURBAN SCHOOL BATTALIONS.

**COMPANY A.** (Roxbury High School.) *Captain.*—Cadet M. Schoonmacher; *First Lieutenant.*—Cadet E. H. Brooke; *Second Lieutenant.*—Cadet C. E. Shay; *First Sergeant.*—Cadet E. M. Ayer.

**COMPANY B.** (Dorchester High School.) *Captain.*—Cadet S. A. Storer; *First Lieutenant.*—Cadet A. L. Young; *Second Lieutenant.*—Cadet A. W. Kirkpatrick; *First Sergeant.*—(Vacancy.)

**COMPANY C.** (Roxbury High School.) *Captain.*—Cadet F. H. Coleman; *First Lieutenant.*—Cadet P. H. Elms; *Second Lieutenant.*—Cadet A. E. Sanford; *First Sergeant.*—Cadet P. W. Corey.

**COMPANY D.** (Dorchester High School.) *Captain.*—Cadet R. H. Fisher; *First Lieutenant.*—Cadet F. M. Woodward; *Second Lieutenant.*—Cadet W. A. Millard; *First Sergeant.*—Cadet J. H. Carey.

**COMPANY E.** (Charlestown High School.) *Captain.*—Cadet E. B. Bradford; *First Lieutenant.*—Cadet V. Greene; *Second Lieutenant.*—Cadet D. T. McLaughlin; *First Sergeant.*—Cadet W. J. Sweeney.

**COMPANY F.** (Brighton High School.) *Captain.*—Cadet W. A. Lambert; *First Lieutenant.*—Cadet C. W. Shaw; *Second Lieutenant.*—Cadet W. C. Lounsbury; *First Sergeant.*—Cadet R. H. Kingston.

**COMPANY G.** (West Roxbury High School.) *Captain.*—Cadet A. Long; *First Lieutenant.*—Cadet J. L. Keleher; *Second Lieutenant.*—Cadet T. C. Gates; *First Sergeant.*—Cadet R. E. Thomas.

**COMPANY H.** (East Boston High School.) *Captain.*—Cadet J. E. Reid; *First Lieutenant.*—Cadet R. E. Main; *Second Lieutenant.*—Cadet H. W. Porter; *First Sergeant.*—Cadet D. A. Fullerton.

**COMPANY I.** (East Boston High School.) *Captain.*—Cadet L. S. Cates; *First Lieutenant.*—Cadet N. S. Cook; *Second Lieutenant.*—Cadet A. G. Gilmore; *First Sergeant.*—Cadet C. F. Conant.

**COMPANY K.** (Charlestown High School.) *Captain.*—Cadet C. B. Johnson; *First Lieutenant.*—Cadet C. W. Coleman; *Second Lieutenant.*—Cadet W. C. Meloy; *First Sergeant.*—Cadet D. E. Brown.

**COMPANY L.** (Roxbury High School.) *Captain.*—Cadet O. Anthony; *First Lieutenant.*—Cadet C. F. Underhill; *Second Lieutenant.*—Cadet W. J. Clark; *First Sergeant.*—Cadet D. C. Bartlett.

**COMPANY M.** (Brighton High School.) *Captain.*—Cadet W. F. Brennan, Jr.; *First Lieutenant.*—Cadet H. M. Crane; *Second Lieutenant.*—Cadet C. C. Emerson; *First Sergeant.*—Cadet M. M. Hammond.

## OFFICERS OF INDEPENDENT SCHOOL BATTALIONS.

## MAJORS.

Brighton High School. — Cadet J. E. Campbell.

Charlestown High School. — Cadet C. H. Ford.

Dorchester High School. — Cadet J. F. Scannel.

## ADJUTANTS.

Roxbury High School. — Cadet W. J. Gill.

Charlestown High School. — Cadet J. W. Burrows.

Brighton High School. — Cadet C. W. Shaw.

## QUARTERMASTERS.

Boston Latin School. — Cadet W. P. Boardman.

Roxbury High School. — Cadet J. B. Fallon, Jr.

## SERGEANT-MAJORS.

Roxbury High School. — Cadet T. A. Dean.

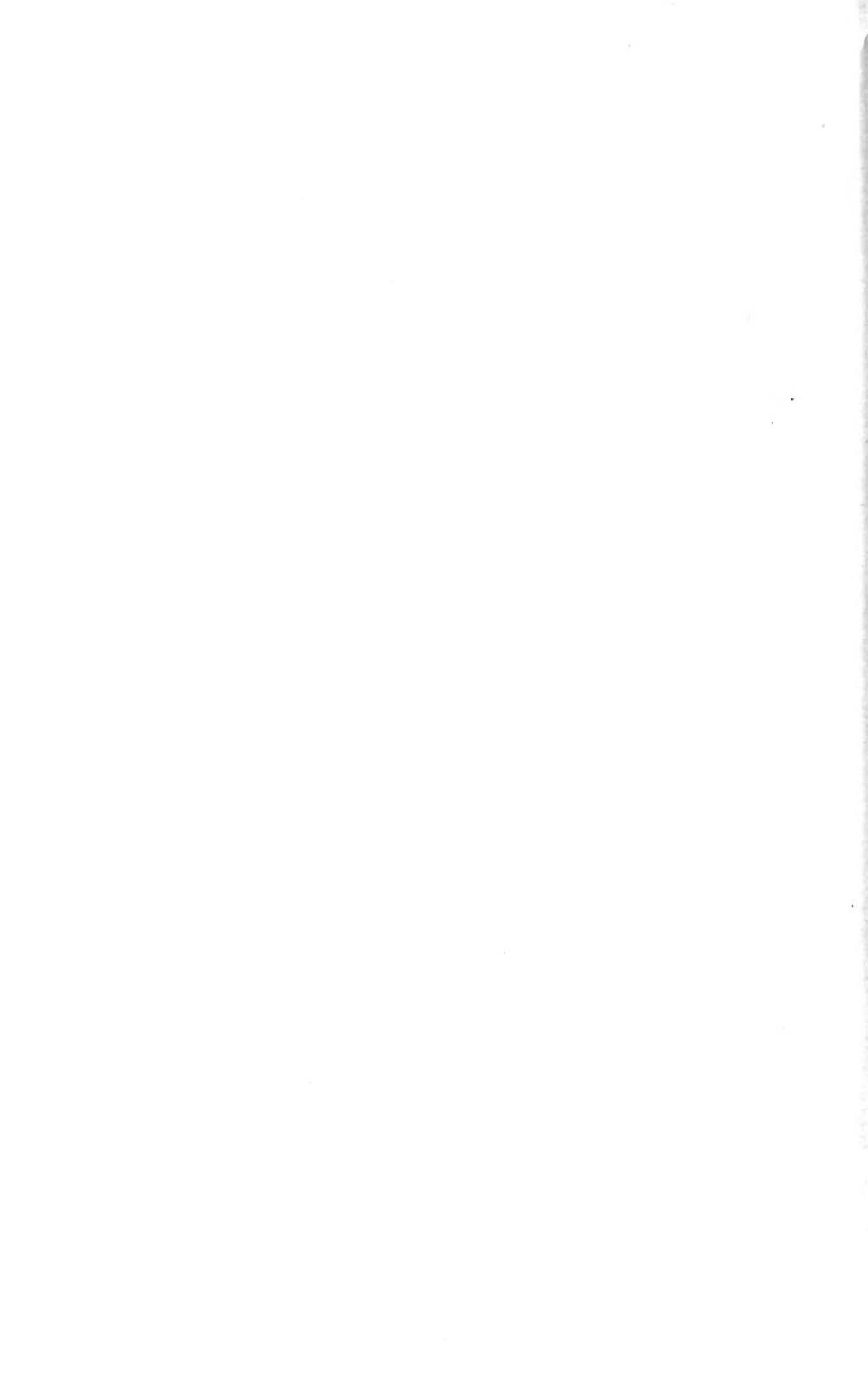
Charlestown High School. — Cadet J. E. Bean.

---

LIEUTENANT-COLONEL ERASMUS M. WEAVER, JR.,  
INSTRUCTOR OF MILITARY DRILL.



ORGANIZATION  
OF THE  
SCHOOL COMMITTEE  
FOR  
1898.



## SCHOOL COMMITTEE, 1898.

[Term expires January, 1899.]

Willard S. Allen,	Elizabeth C. Keller,
Fanny B. Ames,	A. Lawrence Lowell,
I. Austin Bassett,	J. Carlton Nichols, <sup>1</sup>
William T. Eaton,	Isaac F. Paul.
Samuel F. Hubbard.	

[Term expires January, 1900.]

Frank E. Bateman, <sup>2</sup>	Emily A. Etfield,
William H. Bowdlear,	Charles Fleischer,
Francis L. Coolidge,,	Henry D. Huggan,
Edward H. Dunn, <sup>2</sup>	James A. McDonald.

[Term expires January, 1901.]

Edward I. Aldrich,	Samuel E. Courtney,
George W. Anderson,	Archibald T. Davison,
Charles L. Burrill,	William J. Gallivan,
Samuel H. Calderwood,,	Thomas F. Strange.

## OFFICERS OF THE BOARD.

### **President.**

HENRY D. HUGGAN.

### **Secretary.**

THORNTON D. APOLLONIO.

### **Auditing Clerk.**

WILLIAM J. PORTER.

### **Superintendent.**

EDWIN P. SEAVER.

### **Supervisors.**

ELLIS PETERSON,

ROBERT C. METCALF,

GEORGE H. CONLEY,

GEORGE H. MARTIN,

WALTER S. PARKER,

SARAH L. ARNOLD.

### **Messenger.**

ALVAH H. PETERS.

Rooms of the Board, Mason street, open from 9 o'clock A.M. to 5 o'clock P.M. Saturdays from 9 o'clock A.M. to 2 o'clock P.M.

<sup>1</sup> Elected to fill vacancy caused by resignation of Edward H. Dunn, March 22, 1898.

<sup>2</sup> Resigned Jan. 25, 1898.

## STANDING COMMITTEES.

(The following list of committees is the one in effect subsequent to the adoption of the new Rules, June 30, 1898.)

**ACCOUNTS.** — Willard S. Allen, *Chairman*; Messrs. Gallivan, Hubbard, Paul, and Nichols.

**COURSES OF STUDY AND TEXT-BOOKS.** — James A. McDonald, *Chairman*; Mrs. Keller, Messrs. Allen, Anderson, and Mrs. Fifield.

**EVENING SCHOOLS.** — Isaac F. Paul, *Chairman*; Messrs. Anderson, Fleischer, McDonald, and Mrs. Ames.

**HORACE MANN SCHOOL.** — Elizabeth C. Keller, *Chairman*; Messrs. Fleischer, Bateman, Mrs. Fifield, and Mr. Nichols.

**HYGIENE AND PHYSICAL TRAINING.** — Samuel H. Calderwood, *Chairman*; Mrs. Ames, Messrs. Bateman, Burrill, and Fleischer.

**LEGISLATIVE MATTERS.** — A. Lawrence Lowell, *Chairman*; Messrs. Eaton, Bassett, Strange, and Paul.

**NEW BUILDINGS.** — William T. Eaton, *Chairman*; Messrs. Huggan, Aldrich, Bassett, and Courtney.

**RULES AND REGULATIONS.** — George W. Anderson, *Chairman*; Messrs. Hubbard, Gallivan, Lowell, and Bowdlear.

**SALARIES.** — I. Austin Bassett, *Chairman*; Mrs. Keller, Messrs. Burrill, Aldrich, and Nichols.

**SCHOOL-HOUSES.** — Thomas F. Strange, *Chairman*; Messrs. Lowell, Coolidge, Davison, and Hubbard.

**SUPPLIES.** — Archibald T. Davison, *Chairman*; Messrs. Huggan, Calderwood, Coolidge, and Courtney.

**TRUANT OFFICERS.** — Samuel F. Hubbard, *Chairman*; Messrs. McDonald, Bowdlear, Bateman, and Burrill.

---

**ANNUAL REPORT.** — Francis L. Coolidge, *Chairman*; Mrs. Fifield and Mr. Aldrich.

---

## NORMAL, HIGH SCHOOL, AND DIVISION COMMITTEES.

---

**NORMAL SCHOOL.** — Samuel E. Courtney, *Chairman*; Mr. Aldrich, Mrs. Ames, Messrs. Bowdlear and Huggan.

**HIGH SCHOOLS.** — Samuel H. Calderwood, *Chairman*; Messrs. Allen, Davison, Mrs. Fifield, and Mr. Gallivan.

**FIRST DIVISION.** — Willard S. Allen, *Chairman*; Messrs. Bateman, Huggan, McDonald, and Nichols.

**SECOND DIVISION.** — James A. McDonald, *Chairman*; Messrs. Allen, Bateman, Hubbard, and Huggan.

**THIRD DIVISION.** — Samuel F. Hubbard, *Chairman*; Mrs. Ames, Messrs. Burrill, Courtney, and Paul.

**FOURTH DIVISION.** — Isaac F. Paul, *Chairman*; Messrs. Burrill, Coolidge, Eaton, and Lowell.

**FIFTH DIVISION.** — William J. Gallivan, *Chairman*; Mrs. Ames, Messrs. Calderwood, Courtney, and Fleischer.

**SIXTH DIVISION.** — William T. Eaton, *Chairman*; Messrs. Bowdlear, Davison, Gallivan, and Nichols.

**SEVENTH DIVISION.** — I. Austin Bassett, *Chairman*; Messrs. Aldrich, Calderwood, Eaton, and Strange.

**EIGHTH DIVISION.** — Elizabeth C. Keller, *Chairman*; Messrs. Aldrich, Anderson, Bowdlear, and Coolidge.

**NINTH DIVISION.** — Emily A. Fifield, *Chairman*; Messrs. Bassett, Davison, Fleischer, and Strange.

---

## SCHOOLS.

---

Normal School and Rice Training School.

Public Latin School, Girls' Latin School, Brighton, Charlestown, Dorchester, East Boston, English, Girls', Mechanic Arts, Roxbury, and West Roxbury High Schools.

---

## GRAMMAR SCHOOLS.

*First Division.* — Adams, Chapman, Emerson, Lyman.

*Second Division.* — Bunker Hill, Frothingham, Harvard, Prescott, Warren.

*Third Division.* — Bowdoin, Eliot, Hancock, Phillips, Wells.

*Fourth Division.* — Brimmer, Prince, Quincy, Winthrop.

*Fifth Division.* — Dwight, Everett, Franklin, Hyde, Sherwin.

*Sixth Division.* — Bigelow, Gaston, John A. Andrew, Lawrence, Lincoln, Norcross, Shurtleff, Thomas N. Hart.

*Seventh Division.* — Comins, Dearborn, Dillaway, Dudley, George Putnam, Hugh O'Brien, Lewis, Martin.

*Eighth Division.* — Agassiz, Bennett, Bowditch, Charles Sumner, Longfellow, Lowell, Robert G. Shaw, Washington Allston.

*Ninth Division.* — Christopher Gibson, Edward Everett, Gilbert Stuart, Henry L. Pierce, Mary Hemenway, Mather, Minot, Roger Clap, Tileston.

## SUPERINTENDENT OF SCHOOLS.

EDWIN P. SEAVER, Waban, Mass. Office hours: Mondays to Fridays, 1 to 2 P.M.

## BOARD OF SUPERVISORS.

Ellis Peterson, 305 Chestnut av., near Green st., Jamaica Plain. \* Office hour, Thursday, 4.30 to 5.30 P.M.

Robert C. Metcalf, 17 Kenwood st., Dorchester. \* Office hour, Saturday, 12 M. to 1 P.M.

George H. Conley, Osborn road, Brookline. \* Office hour, Monday, 4.30 P.M.

George H. Martin, 388 Summer st., Lynn. \* Office hour, Thursday, 4.30 to 5.30 P.M.

Walter S. Parker, Reading. \* Office hour, Wednesday, 4.30 to 5.30 P.M.

Sarah L. Arnold, 16 Institution av., Newton Centre. \* Office hour, Wednesday, 4.30 to 5.30 P.M.

Regular meetings of the Board of Supervisors on the Monday following each regular meeting of the School Committee, at 9 o'clock A.M.

\* At School Committee Building, Mason street.

## SUPERVISORS OF SCHOOLS.

Ellis Peterson. — Latin, Girls' Latin, Brighton, Charlestown, Dorchester, East Boston, English, Girls', Roxbury, West Roxbury High, and Horace Mann Schools; Districts: Agassiz, Bowditch, Charles Sumner, Longfellow, and Robert G. Shaw. Evening High School and branches.

Robert C. Metcalf. — Grammar grades only of Christopher Gibson, Comins, Dearborn, Dillaway, Dudley, Dwight, Edward Everett, Everett, Franklin, George Putnam, Gilbert Stuart, Henry L. Pierce, Hugh O'Brien, Hyde, Lewis, Martin, Mary Hemenway, Mather, Minot, Roger Clap, Sherwin, and Tileston Districts. Comins, Dearborn, and Mather Evening Schools.

George H. Conley. — Mechanic Arts High School; Districts: Bigelow, Gaston, John A. Andrew, Lawrence, Lincoln, Lowell (grammar grades), Norcross, Shurtleff, Thomas N. Hart, and Winthrop. Bigelow and Lincoln Evening Schools. Parental School.

George H. Martin.—Normal and Rice Training Schools; Spectacle Island School; Districts: Adams, Bunker Hill, Chapman, Emerson, Frothingham, Harvard, Lyman, Prescott, Quincy (grammar grades), and Warren. Lyman and Warren Evening Schools.

Walter S. Parker.—Districts: Bennett, Bowdoin, Brimmer, Eliot, Hancock, Phillips, Prince, Washington Allston, and Wells. Eliot, Washington Allston, and Wells Evening Schools.

Sarah L. Arnold.—Primary grades only, Christopher Gibson, Comins, Dearborn, Dillaway, Dudley, Dwight, Edward Everett, Everett, Franklin, George Putnam, Gilbert Stuart, Henry L. Pierce, Hugh O'Brien, Hyde, Lewis, Lowell, Martin, Mary Hemenway, Mather, Minot, Quincy, Roger Clap, Sherwin, and Tileston Districts. Franklin and Quincy Evening Schools.

Kindergartens are assigned to the Supervisors of the primary schools of the districts in which the Kindergartens are located.

#### SUPERVISORS OF SUBJECTS.

Ellis Peterson.—Latin, Greek, French, German, Phonography, and Psychology.

Robert C. Metcalf.—English Language (including grammar and composition) and Arithmetic.

George H. Conley.—English Literature, Algebra, Geometry, Wood-working, and Mechanic Arts.

George H. Martin.—Physics, Chemistry, History (Historical Geography), and Civil Government.

Walter S. Parker.—Bookkeeping, Penmanship, Physiology, Geography, and Geology.

Sarah L. Arnold.—Reading, Botany, Zoölogy, and Manual Training for Girls.

---

#### HOLIDAYS AND VACATIONS.

Every Saturday; the first Monday in September; the half-day before Thanksgiving and the remainder of the week; the half-day before Christmas day; one week, commencing with Christmas day; New Year's day; the twenty-second of February; Good Friday; the nineteenth of April; the week immediately preceding the second Monday in April; Decoration day; the seventeenth of June; and to the primary schools from the Friday preceding the week of graduating exercises in the schools, and to the Normal, High, and Grammar Schools from their respective graduating exercises, to the Tuesday following the first Monday in September.

## NORMAL SCHOOL.

*Corner of Dartmouth and Appleton Streets.*

*Head-Master.* — Larkin Dunton. *Master.* — Wallace C. Boyden. *Assistants.* — L. Theresa Moses, Katharine H. Shute, Dora Williams, Laura S. Plummer, Alice M. Dickey, Fanny E. Coe, Gertrude E. Bigelow, Mary C. Mellyn, Lillian M. Towne. *Special Kinderteaching.* — Mary C. Shute. *Drawing.* — Henry W. Poor. *Janitor.* — Thomas F. Durkin.

## RICE TRAINING-SCHOOL. (Boys.)

## GRAMMAR.

*Corner of Dartmouth and Appleton Streets.*

*Master.* — Lincoln Owen. *Sub-Masters.* — Charles F. Kimball, Joseph L. Caverly. *1st Assts.* — Florence Marshall, Mary E. Mailman. *Assistants.* — Ella T. Gould, Dora Brown, Edith F. Parry, Mattie H. Jackson. *Janitor.* — Thomas F. Durkin.

## APPLETON-STREET SCHOOL.

*Assistants.* — Margaret A. Leahy, Alice M. May.

## PRIMARY.

## APPLETON-STREET SCHOOL

*Assistants.* — Mabel I. Emerson, Eleanor F. Lang, Sarah E. Bowers, Emma L. Wyman, Clara C. Dunn, Julia H. Neil. *Janitor.* — George W. C. Collings.

## KINDERGARTEN.

## APPLETON-STREET SCHOOL

*Principal.* — Caroline D. Aborn. *Assistant.* — Edith F. Winsor.

## LATIN AND HIGH SCHOOLS.

## Public Latin School. (Boys.)

## Warren Avenue.

*Head-Master.* — Moses Merrill. *Masters.* — Charles J. Capen, Arthur I. Fisk, Joseph W. Chadwick, Byron Groce, Edward P. Jackson, John K. Richardson, Grenville C. Emery, George W. Rollins, Henry C. Jones.

*Junior-Masters.* — Francis DeM. Dunn, Henry Pennypacker, William T. Campbell, William R. Morse, Selah Howell, Henry E. Fraser, Walter A. Robinson, Charles H. Atkins, George E. Marsh, Jr., Alaric Stone, William P. Henderson, Patrick T. Campbell. *Janitor.* — Matthew R. Walsh.

---

### Girls' Latin School.

*Copley Square.*

*Head-Master.* — John Tetlow. *Master.* — Edward H. Atherton. *Assistants.* — Jane R. Sheldon, Jessie Girdwood, Mary C. C. Goddard, Mary J. Foley, Florence Dix, Ellen C. Griswold, Abby C. Howes, Helen A. Stuart, Mary D. Davenport, Matilda A. Fraser, Sybil B. Aldrich. *Physical Training and Reading.* — M. Eloise Talbot. *Physical Training.* — Ruth B. Whittemore. *German.* — Jacob Lehmann. *Janitor.* — John Murphy, Jr.

---

### Brighton High School. (Boys and Girls.)

*Cambridge and Warren Streets, Brighton.*

*Head-Master.* — John C. Ryder. *Master.* — Benjamin Wormelle. *Assistants.* — Marion A. Hawes, Ida M. Curtis, Mariette F. Allen, Eunice A. Critchett, Elvira B. Smith, Laura M. Kendrick, Lucy W. Warren. *Physical Training.* — Eleanor J. O'Brien. *Janitor.* — Charles H. Kelly.

---

### Charlestown High School. (Boys and Girls.)

*Monument Square, Charlestown.*

*Head-Master.* — John O. Norris. *Junior-Master.* — Edward F. Holden. *Assistants.* — Sarah Shaw, Abbie F. Nye, Grace Hooper, Margaret T. Wise, Marion K. Norris, Abby M. Thompson, Elizabeth G. Dowd, Harriet E. Hutchinson, Lotta A. Clark. *Janitor.* — Joseph Smith.

---

### Dorchester High School. (Boys and Girls.)

*Centre Street, cor. Dorchester Avenue.*

*Head-Master.* — Charles J. Lincoln. *Junior-Master.* — Albert S. Perkins. *Assistants.* — Laura E. Hovey, Edith S. Cushing, Emily J. Tucker, Lucy A. Frost, Anna M. Fries, Margaret Cunningham, Jane A. McLellan, Louisa E. Humphrey, Katherine K. Marlow. *Janitor.* — Thomas J. Hatch.

---

### East Boston High School. (Boys and Girls.)

*Paris and Meridian Streets.*

*Head-Master.* — John F. Eliot. *Junior-Master.* — Charles W. Gerould. *Assistants.* — Lucy R. Beadle, Kate W. Cushing, Josephine Rice, Grace M. Crawford, Lucia R. Peabody, Gracia E. Read. *Physical Training.* — Mabel C. Chaplin. *Janitor.* — Oliver E. Wood.

**English High School. (Boys.)***Montgomery Street.*

*Head-Master.* — Robert E. Babson. *Masters.* — Charles B. Travis, Alfred P. Gage, John F. Casey, Jerome B. Poole, S. Curtis Smith, William H. Sylvester, Rufus P. Williams, William T. Strong, James A. Beatley, Frank O. Carpenter, Melvin J. Hill, Charles P. Lebon. *Junior-Masters.* — James E. Thomas, George W. Evans, William B. Snow, Albert P. Walker, Henry C. Shaw, James Mahoney, Joseph Y. Bergen, Samuel F. Tower, Henry M. Wright, Edward H. Cobb, Charles E. Stetson, Frederic B. Hall, Peter F. Gartland. *Janitor.* — Patrick W. Tighe.

**Girls' High School.***West Newton Street.*

*Head-Master.* — John Tetlow. *Master.* — Samuel Thurber. *Asst. Prin.* — Harriet E. Caryl. *Assistants.* — M. Medora Adams, Margaret A. Badger, Zéphirine N. Brown, Alla W. Foster, Charlotte M. Gardner, Helen A. Gardner, Isabel P. George, Elizabeth E. Hough, Augusta C. Kimball, Parnell S. Murray, Sarah J. C. Needham, Emerette O. Patch, Sarah E. Potter, Elizabeth M. Richardson, Laura E. Richardson, Emma G. Shaw, S. Annie Shorey, Elizabeth L. Smith, May M. Smith, Graee G. Starbird, Adeline L. Sylvester, Mary E. Winn, Lucy R. Woods. *Chemistry.* — Laura B. White. *Laboratory Asst.* — Margaret C. Brawley. *Physical Training.* — Ruth B. Whittemore. *Physical Training and Reading.* — M. Eloise Talbot. *Janitor.* — John Murphy, Jr.

**Mechanic Arts High School. (Boys.)***Belvidere, cor. Dalton Street.*

*Head-Master.* — Charles W. Parmenter. *Junior-Masters.* — Roswell Parish, William Fuller, Herbert S. Weaver. *Instructors.* — Benjamin F. Eddy, Ludwig Frank, Herbert M. Woodward, John W. Raymond, Jr., Allan K. Sweet. *Asst. Instructors.* — Harriet E. Bird, Frank B. Masters. *Janitor.* — George W. Fogg.

**Roxbury High School. (Boys and Girls.)***Warren Street.*

*Head-Master.* — Charles M. Clay. *Junior-Masters.* — Nathaniel S. French, Josiah M. Kagan, Irving H. Upton, Lyman G. Smith. *Asst. Prin.* — Jennie R. Ware. *Assistants.* — Eliza D. Gardner, Edith A. Parkhurst, Persis P. Drake, Helen A. Bragg, Mabel L. Warner, Mabel F. Wheaton, Mary H. Gibbons, Mary E. Upham, Eugenia M. Williams, Josephine W. Greenlaw, Charlotte A. Maynard, Mand G. Leadbetter, Florence E. Leadbetter. *Vocal and Physical Training.* — Mary Hubbard. *Janitor.* — Allen McLeod.

**West Roxbury High School.** (BOYS AND GIRLS.)*Elm Street, Jamaica Plain.*

*Head-Master.* — George C. Mann. *Junior-Master.* — George F. Partridge. *Assistants.* — Josephine L. Sanborn, Mary I. Adams, Blanche G. Wetherbee, Caroline W. Trask, George A. Cowen, Fannie B. Wilson, Florence B. Kimball. *Janitor.* — Samuel S. Marison.

---

## FIRST DIVISION.

**Adams School.** (BOYS AND GIRLS.)*Belmont Square, East Boston.*

*Master.* — Frank F. Preble. *Sub-master.* — Joel C. Bolan. *1st Asst.* — Mary M. Morse. *Assistants.* — Clara Robbins, Adeline H. Cook, Ellenette Pillsbury, Sarah E. McPhaill, Jennie A. Mayer, M. Luetta Choate. *Ungraded Class.* — Harriet Sturtevant. *Instructor of Sewing.* — Esther C. Povah. *Janitor.* — Michael J. Burke.

## PRIMARY SCHOOL.

## PLUMMER SCHOOL, BELMONT SQUARE.

*1st Asst.* — Ellen M. Robbins. *Assistants.* — Jennie A. Soutter, Emma M. Weston, Mary A. Palmer, Helen L. Dennison, Annie A. Doran. *Janitor.* — John H. Crafts.

## KINDERGARTEN.

## PLUMMER SCHOOL, BELMONT SQUARE.

*Principal.* — Cora E. Bigelow. *Assistants.* — Helen J. Morris, Mabel J. Houlahan.

---

**Chapman School.** (BOYS AND GIRLS.)*Eutaw Street, East Boston.*

*Master.* — Tilson A. Mead. *Sub-Master.* — Harry N. Andrews. *1st Assts.* — Lucy W. Eaton, Jane F. Reid. *Assistants.* — Gertrude L. Gardner, Clara A. Brown, Florene M. Glover, Martha P. M. Walker, Graee M. Strong, Annie L. Evans, Margaret D. Barr, Katharine L. Niland, Lucy E. Woodwell, Mary E. Buffum. *Instructors of Sewing.* — Mrs. Susan M. Cousens, Mrs. Elizabeth A. Power. *Janitor.* — James E. Burdakin.

## PRIMARY SCHOOL.

## TAPPAN SCHOOL, LEXINGTON STREET.

*1st Asst.* — Marietta Duncan. *Assistants.* — Hannah F. Crafts, Mabel V. Roche, Clara A. Otis, Catherine F. Atwood, Mary E. Sheridan, Calista W. McLeod. *Janitor.* — Bradford H. Blinn.

## KINDERGARTEN.

## TAPPAN SCHOOL, LEXINGTON STREET.

*Principal.* — Mariannie H. Simmons. *Assistants.* — Helen M. Paine, Katharine L. Roche.

## EMERSON SCHOOL. (BOYS AND GIRLS.)

*Prescott, cor. of Bennington Street, East Boston.*

*Master.* — J. Willard Brown. *Sub-Master.* — Horatio D. Newton. *1st Assts.* — Frances H. Turner, Mary A. Ford. *Assistants.* — Louise S. Hotelkiss, H. Elizabeth Cutter, Mary D. Day, Emma J. Irving, Almaretta J. Critchett, Mary L. Sweeney, Ida E. Halliday, Charlotte G. Ray, Ellen S. Bloomfield, Ethel C. Brown, Helen M. Souther. *Ungraded Class.* — Helen M. Slack. *Janitor.* — Edward C. Chessman.

## BLACKINTON SCHOOL, ORIENT HEIGHTS.

*1st Asst.* — Bremer E. Sinclair. *Assistants.* — Sara F. Littlefield, Caroline E. Nutter. *Instructor of Sewing.* — Annie F. Marlow. *Janitor.* — Jairus S. Hendrick.

## PRIMARY SCHOOLS.

## EMERSON SCHOOL, PRESCOTT STREET.

*Assistant.* — Elizabeth A. Turner.

## NOBLE SCHOOL, PRINCETON STREET.

*1st Asst.* — Mary E. Plummer. *Assistants.* — Sarah A. Atwood, Abby D. Beale, Isabella J. Ray, Harriet E. Litchfield, Lizzie M. Morrissey, Susan A. Slavin. *Janitor.* — George J. Merritt.

## BENNINGTON-STREET CHAPEL.

*Assistants.* — Charlotte A. Fraser, Florence Covington. *Janitor.* — Ida A. Starks.

## BLACKINTON SCHOOL, ORIENT HEIGHTS.

*Assistants.* — Annie F. McGillicuddy, Helen A. Burke, Margaret E. Gray.

## KINDERGARTEN.

NOBLE SCHOOL, PRINCETON STREET

*Principal.* — Flora S. McLean. *Assistant.* — Helen A. Ricker.**Lyman School.** (BOYS AND GIRLS.)*Corner of Paris and Gove Streets, East Boston.*

*Master.* — Augustus H. Kelley. *Sub-Master.* — Herbert L. Morse. *1st Assts.* — Cordelia Lothrop, Nellie M. Porter. *Assistants.* — Cora F. Murphy, Julia A. Logan, Helen Harvie, Amelia H. Pitman, Eva L. Morley, Clara B. George, Mary F. Moore, Leonora E. Scolley, Mary P. E. Tewskbury. *Ungraded Classes.* — Katherine G. Garrity, Loretta Sullivan. *Instructor of Sewing.* — Ellen E. Power. *Janitor.* — Charles L. Glidden.

## PRIMARY SCHOOL.

CUDWORTH SCHOOL, GOVE STREET.

*1st Asst.* — Mary E. Williams. *Assistants.* — Grace O. Peterson, Adeelaide R. Porter, Josephine A. Ayers, Alvira M. Bartlett, Catherine A. Sullivan, Lucy M. Goodwin, Lena E. Synette, Annie M. Wilcox. *Janitor.* — Samuel I. Crafts.

## KINDERGARTEN.

CUDWORTH SCHOOL, GOVE STREET.

*Principal.* — Grace S. Mansfield. *Assistant.* — Mabel Lovell. *Principal.* — Alice L. McLauthlin. *Assistant.* — Charlena D. Hoyt.

## SECOND DIVISION.

**Bunker Hill School.** (BOYS AND GIRLS.)*Baldwin Street, Charlestown.*

*Master.* — Samuel J. Bullock. *Sub-Master.* — Henry F. Sears. *1st Assts.* — Harriet H. Norcross, Abby P. Josselyn. *Assistants.* — Mary E. Minter, Angelia M. Knowles, Annie F. McMahon, Clara B. Brown, Josephine F. Hannon, Anna M. Prescott, Kate C. Thompson. *Ungraded Class.* — Charlotte E. Seavey. *Instructor of Sewing.* — Mrs. Julia A. Skilton. *Janitor.* — Gustavus H. Gibbs.

## PRIMARY SCHOOLS.

## BUNKER-HILL-STREET SCHOOL, COR. CHARLES STREET.

*1st Asst.* — Elizabeth B. Norton. *Assistants.* — Mary E. Flanders, Mary D. Richardson, Effie G. Hazen, Jennie F. White, Sarah A. Smith, Anna P. Hannon. *Janitor.* — Gustavus H. Gibbs.

## B. F. TWEED SCHOOL, CAMBRIDGE STREET.

*Assistants.* — Kate T. Brooks, Annie B. Hunter, Ada E. Bowler. *Janitor.* — Samuel L. Smith.

## KINDERGARTEN.

## B. F. TWEED SCHOOL, CAMBRIDGE STREET.

*Principal.* — Gertrude F. Chamberlain. *Assistant.* — Grace H. Skilton.

## Frothingham School. (Boys and Girls.)

*Corner of Prospect and Edgeworth Streets, Charlestown.*

*Master.* — William B. Atwood. *Sub-Master.* — Walter L. Harrington. *1st Assts.* — Charlotte E. Camp, Bial W. Willard. *Assistants.* — Sara H. Nowell, Margaret J. O'Hea, Ella M. Donkin, Jane E. Tobey, Martha J. Bryant, Helen G. Stark. Margaret A. Mernin. *Ungraded Class.* — Mary Colesworthy. *Instructor of Sewing.* — Mrs. Sarah J. Bray. *Janitor.* — Warren J. Small.

## PRIMARY SCHOOLS.

## FROTHINGHAM SCHOOL, PROSPECT STREET.

*Assistants.* — Persis M. Whittemore, Martha Yeaton, Florence L. Morse, Mary E. Corbett.

## WILLIAM H. KENT SCHOOL, MOULTON STREET.

*1st Asst.* — Fannie M. Lamson. *Assistants.* — Nellie L. Cullis, Theresa E. Hayes, Mary E. Delaney, Abbie C. McAuliffe. *Janitor.* — Jeremiah F. Horrigan.

## CHAUNCEY-PLACE SCHOOL.

*Assistant.* — Lena E. Campbell. *Janitor.* — Mrs. Mary Watson.

## KINDERGARTEN.

## WILLIAM H. KENT SCHOOL, MOULTON STREET.

*Principal.* — Phebe A. DeLand. *Assistant.* — Ruphine A. Morris.

**Harvard School.** (BOYS AND GIRLS.)*Devens Street, Charlestown.*

*Master.* — Warren E. Eaton. *Sub-Master.* — Darius Hadley. *1st Assts.* — Sarah E. Leonard, Mary A. Lovering. *Assistants.* — Abbie M. Libby, Caroline E. Gary, Elizabeth W. Allen, Ida B. Nute, Sarah J. Perkins, Olive J. Sawyer, Katherine C. Wigg, Theresa G. Power, Mabel P. Foster. *Ungraded Class.* — Elizabeth B. Porter. *Instructor of Sewing.* — Mrs. Sarah J. Bray. *Janitor.* — Walter I. Sprague.

## PRIMARY SCHOOLS.

## HARVARD-HILL SCHOOL.

*1st Asst.* — Frances A. Foster. *Assistants.* — Sarah J. Worcester, Elizabeth R. Cormier, Louisa A. Whitman, Effie A. Kettell, Sarah R. Dodge, Elizabeth G. Desmond, Lana J. Wood. *Janitor.* — Levi H. Hayward.

## COMMON-STREET SCHOOL.

*1st Asst.* — Agnes A. Herlihy. *Assistants.* — Helena G. Herlihy, Elizabeth R. Brower, S. Janet Jameson. *Janitor.* — Levi H. Hayward.

## KINDERGARTEN.

## COMMON-STREET SCHOOL.

*Principal.* — Sallie Bush. *Assistant.* — Amelia M. Mulliken.

**Prescott School.** (BOYS AND GIRLS.)*Elm Street, Charlestown.*

*Master.* — William H. Furber. *Sub-Master.* — Melzar H. Jackson. *1st Asst.* — Mary C. Sawyer. *Assistants.* — Julia C. Powers, Elizabeth F. Curry, Lydia A. Nason, Frances A. Craigen, Mary E. Moran, Julia F. Sawyer, Margaret M. Whalen. *Ungraded Class.* — Mary E. Kent. *Instructor of Sewing.* — Ella Whiting. *Janitor.* — James W. Ede.

## PRIMARY SCHOOLS.

## POLK-STREET SCHOOL.

*1st Asst.* — Mary E. Franklin. *Assistants.* — Lizzie Simpson, Elizabeth J. Doherty, Hattie L. Todd, Alice Simpson. *Janitor.* — George A. King.

## MEDFORD-STREET SCHOOL.

*Assistants.* — Lydia E. Hapenny, Lillian M. Park, Grace A. Park. *Janitor.* — George A. King.

## KINDERGARTEN.

## POLK-STREET SCHOOL.

*Principal.* — Daisy G. Dame. *Assistant.* — Bertha Arnold.

**Warren School.** (BOYS AND GIRLS.)

*Corner of Pearl and Summer Streets, Charlestown.*

*Master.* — Edward Stickney. *Sub-Master.* — William M. Newton. *1st Assts.* — Anna D. Dalton, Abbie M. Mott. *Assistants.* — Rose M. Cole, Ellen A. Pratt, Sarah J. Taff, Angelia M. Courtney, Abby E. Holt, Katherine A. Sweeney, Alice Hall, Georgietta Sawyer. *Ungraded Class.* — Caroline A. Meade. *Instructors of Sewing.* — Mrs. Julia A. Skilton, Ella Whiting. *Janitor.* — John P. Swift.

## PRIMARY SCHOOLS.

## WARREN SCHOOL, SUMMER STREET.

*Assistant.* — Caroline E. Osgood.

## CROSS-STREET SCHOOL.

*Assistants.* — Mary F. Benson, Fannie L. Osgood. *Janitor.* — Alice M. Lyons.

## MEAD-STREET SCHOOL.

*Assistants.* — M. Josephine Smith, Cora A. Wiley, Carrie F. Gammell, Jessie G. Paine. *Janitor.* — James Shute.

## KINDERGARTEN.

## BOYLSTON CHAPEL, MAIN STREET.

*Principal.* — Elizabeth E. Henchey.

## THIRD DIVISION.

**Bowdoin School.** (GIRLS.)

*Myrtle Street (West End, near State House).*

*Master.* — Alonzo Meserve. *1st Assts.* — Sarah R. Smith, James W. Webster. *Assistants.* — S. Frances Perry, E. Laura Tilden, Irene W. Wentworth, Eudora E. W. Pitcher, Martha T. O'Hea, Ella L. Macomber, Christine Deane. *Instructors of Sewing.* — Catharine L. Bigelow, Katharine M. Howell. *Janitor.* — Charles J. Carlson.

## SOMERSET-STREET SCHOOL.

*Ungraded Class.* — Catherine M. Dolan.

---

## PRIMARY SCHOOLS.

## SOMERSET-STREET SCHOOL.

*Assistants.* — Sarah E. Brown, Mabel West, Clara J. Raynolds. *Janitor.* — Mrs. Anne J. Butler.

## SHARP SCHOOL, ANDERSON STREET.

*1st Asst.* — Elizabeth R. Preston. *Assistants.* — Julia G. L. Morse, Elizabeth N. Smith, Gertrude G. O'Brien. *Janitor.* — Mrs. Mary A. Maguire.

## BOWDOIN SCHOOL, MYRTLE STREET.

*Assistants.* — Harriet L. Smith, Eliza A. Thomas.

---

## KINDERGARTEN.

## SHARP SCHOOL, ANDERSON STREET.

*Principal.* — Serena J. Frye. *Assistant.* — Sarah E. Kilmer.

---

## Eliot School. (Boys.)

*North Bennet Street.*

*Master.* — Granville S. Webster. *Sub-Masters.* — James Burrier, Benjamin J. Hinds, John J. Sheehan. *1st Asst.* — Frances M. Bodge. *Assistants.* — Adolin M. Steele, Luciette A. Wentworth, Mary Heaton, Minnie I. Folger, M. Ella Wilkins, Mary E. Hanney, Isabel R. Haskins, Annie M. H. Gillespie, Mary V. Cunningham, Ellen G. Desmond. *Ungraded Classes.* — E. Idella Seldis, Josephine L. Smith. *Janitor.* — Patrick J. Riordan.

## WARE SCHOOL, NORTH BENNET STREET.

*Ungraded Classes.* — Agnes C. Moore, Genevieve C. Roach, Catherine J. Cunningham. *Assistants.* — B. Louise Hagerty. *Janitor.* — William Swanzey.

## PORMORT SCHOOL, SNELLING PLACE.

*Ungraded Class.* — M. Persis Taylor.

## MOON-STREET SCHOOL.

*Assistant.* — Helen G. Shannon. *Ungraded Classes.* — Celia V. Leen, Charlotte A. Hood, Martha J. Ambrose, Susie F. Jordan. *Janitor.* — Joseph T. Jones.

## PRIMARY SCHOOLS.

## PORMORT SCHOOL, SNELLING PLACE.

*1st Asst.* — Rosa M. E. Reggio. *Assistants.* — M. Elizabeth McGinley, Sylvia A. Richards, Sophia E. Krey, Winifred C. Wolff. *Janitor.* — Wm. Swansey.

## FREEMAN SCHOOL, CHARTER STREET.

*1st Asst.* — Carrie A. Waugh. *Assistants.* — Katharine G. Sutliffe, Ellen G. Bird, Marella E. Donegan, Harriett E. Lampee. *Janitor.* — Jennie Harvey.

## KINDERGARTEN.

## 39 NORTH BENNET STREET.

*Principal.* — Mary C. Peabody. *Assistant.* — Mary L. Parker. *Principal.* — — — —. *Assistant.* — Ellen M. Murphy.

## Hancock School. (GIRLS.)

## Parmenter Street.

*Master.* — Lewis H. Dutton. *1st Assts.* — Ellen C. Sawtelle, Honora T. O'Dowd. *Assistants.* — Helen M. Hitchings, Agnes L. Dodge, Mary R. Thomas, Susan E. Mace, E. Lillian Mitchell, Matilda F. Bibbey, Florence A. Dunbar, Elizabeth T. O'Brien, Annie G. Conroy, Marian A. Doherty, Katherine E. Gillespie, Annie M. Niland, Fanny L. Rogers. *El. Science.* — Ariel D. Savage. *Ungraded Classes.* — Mabel C. Higgins, Mary J. Ryan, Ella A. Curtis. *Instructors of Sewing.* — Kate A. Clare, Mrs. Kate A. Doherty. *Janitor.* — Joseph P. Fleming.

## PRIMARY SCHOOLS.

## CUSHMAN SCHOOL, PARMENTER STREET.

*1st Asst.* — Teresa M. Gargan. *Assistants.* — Mary J. Clark, Julia E. Collins, Mary L. Desmond, Katherine F. Doherty, Annie R. Dolan, Maud E. Downing, Harriet M. Fraser, Catharine W. Fraser, Marella C. Halliday, Margaret D. Mitchell, Mary J. Murray, Florence E. Phillips, Lena M. Rendall, Mary G. Ruxton. *Janitor.* — Humphrey C. Mahoney.

## INGRAHAM SCHOOL, SHEAFAE STREET.

*Assistants.* — Adelaide R. Donovan, Theresa E. Fraser, Lucy M. A. Moore. *Janitor.* — Mary McDermott.

## MOON-STREET SCHOOL.

*Assistants.* — Mary F. Malone, Sophia G. Whalen, Margaret Mais. *Ungraded Classes.* — Margaret Mulligan, Catherine C. O'Connell.

## 20 PARMENTER STREET.

*Assistant.* — Mary G. Mabar. *Ungraded Classes.* — Eleanor M. Colleton, Evelyn M. Pearce.

## KINDERGARTENS.

## CUSHMAN SCHOOL, PARMENTER STREET.

*Principal.* — Anne L. Page. *Assistant.* — Annie R. Howard.

## 64 NORTH MARGIN STREET.

*Principal.* — Eliza A. Maguire. *Assistant.* — Fannie L. Plimpton.

## 32 PARMENTER STREET.

*Principal.* — Esther F. McDermott. *Assistant.* — Margaret P. Dickinson.

**Phillips School. (Boys.)***Phillips Street.*

*Master.* — Elias H. Marston. *Sub-Masters.* — Edward P. Shute, Cyrus B. Collins, Frank L. Keith. *1st Asst.* — Nellie M. Whitney. *Assistants.* — Adeline F. Cutter, Eva M. Moran, Ruth E. Rowe, Eunice J. Simpson, Sarah W. I. Copeland, Martha A. Knowles, Emeline C. Farley, Julia F. Holland, Sarah F. Cole, Annie G. Scollard, Clara A. McNamee, Katherine C. Coveney. *Janitor.* — Jeremiah W. Murphy.

## GRANT SCHOOL, PHILLIPS STREET.

*Ungraded Classes.* — Katharine A. Burns, Mary E. Towle, Henrietta L. Dwyer, Julia E. Sullivan. *Janitor.* — Mrs. Catherine O'Sullivan.

## PRIMARY SCHOOL.

## BALDWIN SCHOOL, CHARDON COURT.

*1st Asst.* — Jennie A. Dodson. *Assistants.* — Leila L. Rand, Josephine F. Joyce, Mary L. Bibbey, Angie P. S. Andrews. *Janitor.* — William Swanzey.

## KINDERGARTEN.

## BALDWIN SCHOOL, CHARDON COURT.

*Principal.* — Ida A. Noyes.

**Wells School. (Girls.)***Corner Blossom and McLean Streets.*

*Master.* — Orlando W. Dimick. *1st Assts.* — Hope J. Kirby, Emeline E. Durgin. *Assistants.* — Hattie A. Watson, Mabel M. Anderson, Lizzie F.

Stevens, Ellen F. Jones, Susan R. Gifford, Elizabeth Campbell, Lillian W. Prescott, Selina A. Black, Mary F. Flanagan, Alice Dunn. *Instructor of Sewing.* — Clara L. Dorr. *Janitor.* — Christopher P. Curtis.

---

### PRIMARY SCHOOLS.

#### WINCHELL SCHOOL, BLOSSOM STREET.

*1st Asst.* — Sarah G. Fogarty. *Assistants.* — Lula A. L. Hill, Helen M. Graves, Kate Wilson, Mary F. Finneran, Adelaide A. Rea, Nellie M. Durgin, Etta L. Jones, Annie E. Flanagan, Mary E. O'Leary, Gertrude M. Dimick. *Janitor.* — Jeremiah O'Connor.

#### EMERSON SCHOOL, POPLAR STREET.

*1st Asst.* — Mary F. Gargan. *Assistants.* — Annie F. Daly, Hannah E. Collins, Alicia I. Collison, Katharine L. King. *Janitor.* — Mrs. Benjamin F. Bradbury.

#### MAYHEW SCHOOL, CHAMBERS STREET.

*1st Asst.* — Georgia D. Barstow. *Assistants.* — Esther C. Moore, Schassa G. Row, Mary Lillis, Katherine A. Kiggen, Katherine E. Evans, Carrie M. Cogswell, Jeannette A. Nelson, Mary A. Leavens. *Ungraded Classes.* — Adelaide E. Badger, Margaret A. Connell. *Janitor.* — Michael J. Crowley.

---

### KINDERGARTENS.

#### WINCHELL SCHOOL, BLOSSOM STREET.

*Principal.* — Caroline C. Voorhees. *Assistant.* — Mae K. Pillsbury.

#### MAYHEW SCHOOL, CHAMBERS STREET.

*Principal.* — Ada C. Williamson. *Assistant.* — Josephine H. Calef.

---

### FOURTH DIVISION.

---

#### Brimmer School. (Boys.)

*Common Street.*

*Master.* — Quincy E. Dickerman. *Sub-Masters.* — T. Henry Wason, Gustavus F. Guild. *1st Asst.* — Ella L. Burbank. *Assistants.* — Josephine Garland, M. Florence McGlashan, Sarah E. Adams, Mary E. Keyes, Mary A. Carney, Annie P. James, Mary E. W. Hagerty. *Ungraded Class.* — Nellie A. Manning. *Janitor.* — James F. Latrobe.

## PRIMARY SCHOOLS.

BRIMMER SCHOOL, COMMON STREET.

*Assistant.* — Margaret L. Eaton.

SKINNER SCHOOL, COR. FAYETTE AND CHURCH STREETS.

*1st Asst.* — Edith L. Stratton. *Assistants.* — Emma F. Burrill, Emily B. Burrill, Mary E. Tiernay, Mary E. Collins, Elizabeth G. Cahill. *Janitor.* — Bridget A. Goode.

## KINDERGARTEN.

WARRENTON-STREET SCHOOL.

*Principal.* — Etta D. Morse. *Assistant.* — Juliette Billings.**Prince School.** (BOYS AND GIRLS.)*Newbury, cor. Exeter Street.**Master.* — E. Benltey Young. *Sub-Master.* — Seth Sears. *1st Asst.* — Mary Wilson. *Assistants.* — Luthera W. Bird, Katherine C. Martin, Kate A. Raycroft, M. Louise Fynes, Anna C. Murdock, Ellen P. Longfellow, Eva G. Reed, Ellen F. O'Connor. *Instructor of Sewing.* — Catharine L. Bigelow. *Janitor.* — Bernard L. Donnelly.

CHARLES C. PERKINS SCHOOL, ST. BOTOLPH STREET.

*Assistants.* — Clara E. Fairbanks, Abbie E. Wilson.

## PRIMARY SCHOOLS.

PRINCE SCHOOL, EXETER STREET.

*Assistants.* — Manetta W. Penney, E. Isabelle Bense, Florence M. Winslow.

CHARLES C. PERKINS SCHOOL, ST. BOTOLPH STREET.

*1st Asst.* — Laura K. Hayward. *Assistants.* — Alice C. Butler, Katharine L. Campbell, Lillian F. Sheldon, Laura A. Ells. *Janitor.* — Robert A. Butler.

## KINDERGARTEN.

CHARLES C. PERKINS SCHOOL, ST. BOTOLPH STREET.

*Principal.* — Ellen Gray. *Assistant.* — Maude P. Marshall.**Quincy School.** (BOYS.)*Tyler Street.**Master.* — Alfred Bunker. *Sub-Masters.* — Frank F. Courtney, George G. Edwards. *1st Asst.* — Angie C. Damon. *Assistants.* — Bridget A.

Foley, Ida H. Davis, Vyra L. Tozier, Emma F. Colomy, Margaret E. Carey, Ellen L. Collins. *Ungraded Class.* — Theresa A. Mullen. *Janitor.* — Jane A. Daly.

PRIMARY SCHOOLS.

QUINCY SCHOOL, TYLER STREET.

*Assistant.* — Octavia C. Heard.

WAY-STREET SCHOOL.

*Assistants.* — Maria A. Callanan, Mary E. Colney, Abbie E. Batchelder. *Janitor.* — Margaret A. Brennick.

ANDREWS SCHOOL, GENESEE STREET.

*1st Asst.* — Annie F. Merriam. *Assistants.* — Emily E. Maynard, Katherine L. Wilson, Harriet M. Bolman, Ann T. Corliss, Julia A. McIntyre. *Janitor.* — George F. Chessman.

KINDERGARTEN.

ANDREWS SCHOOL, GENESEE STREET.

*Principal.* — Adelaide B. Camp. *Assistant.* — Mary H. Fruean.

**Winthrop School. (GIRLS.)**

*Tremont, near Eliot Street.*

*Master.* — Robert Swan. *1st Assts.* — Susan A. W. Loring, May G. Ladd. *Assistants.* — Emma K. Valentine, Mary L. Fitzpatrick, Ellen M. Underwood, Mary L. H. Gerry, Helen L. Hilton, Emma A. Gordon, Mary A. Murphy, Caroline S. Crozier, Carrie Merrill, Louise K. Hopkinson, Jane M. O'Brien. *Ungraded Class.* — Mary L. Hennessy. *Instructors of Sewing.* — Mrs. Margaret McDonald, Isabella Cumming. *Janitor.* — Joseph T. Whitehouse.

PRIMARY SCHOOL.

TYLER-STREET SCHOOL.

*1st Asst.* — Mary E. Noonan. *Assistants.* — Mary A. Reardon, Mary T. Foley, Emma I. Baker, Teresa M. Sullivan. *Janitor.* — Ellen McCarthy.

KINDERGARTENS.

TYLER-STREET SCHOOL.

*Principal.* — Caroline M. Burke.

DENISON HOUSE, TYLER STREET.

*Principal.* — Gertrude L. Watson.

## FIFTH DIVISION.

**Dwight School.** (Boys.)*West Springfield Street.*

*Master.* — James A. Page. *Sub-Masters.* — Jason L. Curtis, Jr., Henry C. Parker. *1st Asst.* — Ruth G. Rich. *Assistants.* — Mary C. R. Towle, Sarah C. Fales, Nellie L. Shaw, Georgiana Benjamin, Mary E. Trow, Georgie M. Clark, Clara P. Wardwell, Emma A. Child, Frances J. White. *Ungraded Class.* — Ruth C. Mills. *Janitor.* — William H. Johnson.

## PRIMARY SCHOOLS.

## RUTLAND-STREET SCHOOL.

*1st Asst.* — Emma F. Gallagher. *Assistants.* — Della L. Viles, Mabel E. Latta. *Janitor.* — Daniel H. Gill.

## JOSHUA BATES SCHOOL, HARRISON AVENUE.

*1st Asst.* — Eva L. Munroe. *Assistants.* — Mary E. O'Brien, Miriam Sterne, Anna J. O'Brien, Sara Mock, Georgina E. McBride, Jennie M. Henderson. *Janitor.* — Charles F. Hartson.

## KINDERGARTENS.

## RUTLAND-STREET SCHOOL.

*Principal.* — Eleanor P. Gay. *Assistant.* — H. Maude Marshall.

## JOSHUA BATES SCHOOL, HARRISON AVENUE.

*Principal.* — Ella T. Burgess. *Assistant.* — Jessie L. Johnson.

**Everett School.** (GIRLS.)*West Northampton Street.*

*Master.* — Myron T. Pritchard. *1st Assts.* — Janet M. Bullard, Eliza M. Evart. *Assistants.* — Susan S. Foster, Emma F. Porter, Anna E. Grover, Minna L. Wentworth, Margaret A. Nichols, Abby C. Haslet, Sarah L. Adams, Evelyn E. Morse, Annie J. Reed, Emily T. Kelleher, Bertha L. Mulloney. *Ungraded Class.* — Ida B. Henderson. *Instructor of Sewing.* — Annie S. Meserve. *Janitor.* — Edward Bannon.

## PRIMARY SCHOOL.

## WEST CONCORD-STREET SCHOOL.

*1st Asst.* — Eliza C. Gould. *Assistants.* — Adelaide B. Smith, Mary H. Downe, Alice E. Stevens, Estelle M. Williams, Florence A. Perry, Dora W. Rohlsen, Mary S. Damon, Lydia T. Willis. *Janitor.* — Annie Harold.

## KINDERGARTEN.

## WEST CONCORD-STREET SCHOOL.

*Principal.* — Clara L. Hunting. *Assistant.* — Mabel F. Kemp.

## Franklin School. (GIRLS.)

*Waltham Street.*

*Master.* — Granville B. Putnam. *1st Assts.* — Jennie S. Tower, Isabel M. Harmon. *Assistants.* — Margaret J. Crosby, P. Catherine Bradford, Octavia L. Cram, Abby A. Hayward, Annie G. Merrill, Anna E. L. Parker, Sarah N. Macomber, Priscilla Whiton, Lillian S. Bourne, Ida M. Mitchell, Lillian J. McRae. *Ungraded Class.* — Isabel H. Wilson. *Instructor of Sewing.* — Lizzie A. Thomas. *Janitor.* — John S. Krebs.

## PRIMARY SCHOOLS.

## COOK SCHOOL, GROTON STREET.

*1st Asst.* — Harriet M. Faxon. *Assistants.* — Affie T. Wier, Kate R. Hale, Eva D. Pickering, Elizabeth H. Marston. *Janitor.* — Mary A. Daly.

## WAIT SCHOOL, SHAWMUT AVENUE.

*1st Asst.* — Josephine G. Whipple. *Assistants.* — Kate R. Gookin, Emma E. Allin, Clara J. Bates, Lillian Tishler, Etta M. Smith, Gabrielle Abbot. *Janitor.* — Henry Randolph.

## KINDERGARTEN.

## COOK SCHOOL, GROTON STREET.

*Principal.* — Mary T. Mears.

## Hyde School. (GIRLS.)

*Hammond Street.*

*Master.* — Silas C. Stone. *1st Assts.* — Esther H. Fletcher, Lucy L. Burgess. *Assistants.* — Alice G. Maguire, C. Elizabeth Boies, Jane Reid, Caro-

line K. Nickerson, Sarah R. Wentworth, Etta Yerdon, Helen Perry, Ada M. Fitts, A. Maud Gilbert. *Ungraded Class.* — Alice T. Kelley. *Instructor of Sewing.* — Margaret A. Kelley. *Janitor.* — Patrick F. Higgins.

---

### PRIMARY SCHOOL.

#### WESTON-STREET SCHOOL.

*1st Asst.* — Anna G. Fillebrown. *Assistants.* — Susan J. Ginn, Mary F. Cogswell, Louise A. Kelley, Rose A. Mitehell, Mary A. Higgins, Celia Bamber, Delia E. Cunningham. *Janitor.* — James McNabb.

---

### KINDERGARTEN.

#### HYDE SCHOOL, HAMMOND STREET.

*Principal.* — Caroline E. Carr. *Assistant.* — Edna W. Marsh.

---

### Sherwin School. (Boys.)

#### Madison Square.

*Master.* — Francis A. Morse. *Sub-Masters.* — John F. Suckling, Caspar Isham. *1st Asst.* — Elizabeth B. Walton. *Assistants.* — Adella L. Baldwin, Mary B. Chaloner, Mary N. Regan, Mary F. Roome, Mary E. T. Healy, Nellie F. Brazer. *Ungraded Class.* — Sara M. Baker. *Janitor.* — Joseph G. Scott.

---

### PRIMARY SCHOOLS.

#### SHERWIN SCHOOL.

*1st Asst.* — Emma L. Peterson. *Assistants.* — Laura L. Brown, Nellie H. Crowell, Sarah E. Gould, Estella M. Hall. *Janitor.* — Joseph G. Scott.

#### IRA ALLEN SCHOOL, LEON STREET.

*Assistants.* — Abbie E. Ford, Elizabeth F. Todd, Oria J. Perry, Minnie A. Perry. *Janitor.* — Charles H. Stephan.

#### DAY'S CHAPEL.

*Assistant.* — Rose E. Conaty. *Janitor.* — John Cole.

---

### KINDERGARTEN.

#### RUGGLES-STREET SCHOOL.

*Principal.* — Caroline E. Josselyn. *Assistant.* — Hetty B. Row.

## SIXTH DIVISION.

**Bigelow School.** (Boys.)*Fourth, cor. of E Street, South Boston.*

*Master.* — J. Garduer Bassett. *Sub-Masters.* — W. Lawrence Murphy, Carroll M. Austin. *1st Assts.* — Amelia B. Coe, Ellen Coe. *Assistants.* — Martha A. Goodrich, Eliza B. Haskell, Catharine H. Cook, Angeline S. Morse, Sabina G. Sweeney, Josephine Crockett, Clara W. Hanscom, Mary Nichols, Evelyn M. Howe, Alice M. Robinson, MaIvena Tenney, Frances Z. Whalen. *Janitor.* — Samuel P. Howard.

## PRIMARY SCHOOLS.

## HAWES-HALL SCHOOL, BROADWAY.

*1st Asst.* — Ann J. Lyon. *Assistants.* — Sarah D. McKissick, Mary L. Bright, Ella F. Fitzgerald, Margarette H. Price, Laura S. Russell, Mary L. Howard, Julia A. Rourke. *Janitor.* — Alexander Nelson.

## SIMONDS SCHOOL, BROADWAY.

*Assistants.* — Annie S. McKissick, Julia G. Leary, Florence L. Spear. *Janitor.* — Alexander Nelson.

**Gaston School.** (GIRLS.)*Fifth, cor. of L Street, South Boston.*

*Master.* — Thomas H. Barnes. *1st Assts.* — Juliette R. Hayward, Sarah C. Winn. *Assistants.* — Carrie M. Kingman, Clara A. Sharp, Mary B. Barry, Carrie A. Harlow, Emogene F. Willett, Ellen R. Wyman, Emma M. Sibley, Josephine A. Powers, J. Adelaide Noonan, M. Isabel Harrington, Jennie G. Carmichael, Lila Huckins. *Instructor of Sewing.* — Mary E. Patterson. *Janitor.* — Albion Elwell.

## BENJAMIN POPE SCHOOL, O STREET.

*Assistant.* — Mary S. Langton.

## PRIMARY SCHOOL.

## BENJAMIN POPE SCHOOL, O STREET.

*1st Asst.* — Ella R. Johnson. *Assistants.* — Katharine J. McMahan, Carrie W. Haydn, Mary E. Dee, Lelia R. Haydn, Isabella J. Murray, Louise E. Means. *Janitor.* — Charles H. Carr.

## KINDERGARTEN.

EAST FOURTH STREET.

*Principal.* — Cora K. Pierce. *Assistant.* — Grace L. Sanger.**John A. Andrew School.** (BOYS AND GIRLS.)*Dorchester Street, South Boston.*

*Master.* — Joshua M. Dill. *Sub-Master.* — Edgar L. Raub. *1st Assts.* — Frank M. Weis, Emma M. Cleary. *Assistants.* — Mary E. Perkins, Mary L. Fitzgerald, Alice T. Cornish, Bertha E. Miller, Sarah E. Connelly, Anna M. Edmonds, Alice E. Dacy, Agnes M. Cochran, Madeline P. Trask, Anna M. Suhl. *Ungraded Classes.* — Annie L. Clapp, Olga A. F. Stegelmann. *Instructor of Sewing.* — Elizabeth S. Kenna. *Janitor.* — Thomas Buckner.

## PRIMARY SCHOOL.

TICKNOR SCHOOL, DORCHESTER STREET.

*1st Asst.* — Mary A. Jenkins. *Assistants.* — Sarah E. Ferry, Sarah E. Welch, Alice P. Howard, Alice L. Littlefield, Grace L. Tucker, Grace E. Holbrook, Helen M. Atwood, Emily F. Hodsdon, Annie M. Driscoll, Roxanna L. Johnston. *Janitor.* — Alexander McKinley.

## KINDERGARTEN.

UNITY CHAPEL.

*Principal.* — Isabel B. Trainer. *Assistant.* — Susan M. Mayhew. *Janitor.* — Thomas Buckner.**Lawrence School.** (BOYS.)*Corner of B and Third Streets, South Boston.*

*Master.* — Amos M. Leonard. *Sub-Masters.* — Augustus D. Small, George S. Houghton. *1st Asst., Music and French.* — Emma P. Hall. *Assistants.* — Charlotte L. Voigt, Agnes G. Gilfether, Isabella F. Crapo, Katherine Haushalter, Mary E. McMann, Mary A. Montague, Margaret A. Gleason, Mary A. Conroy, Elinor F. Buckley, Mary E. Denning. *Ungraded Class.* — Mary F. O'Brien. *Janitor.* — William F. Griffin.

MATHER SCHOOL, BROADWAY.

*Assistants.* — M. Louise Gillett, Margaret J. Schenck. *Janitor.* — Thomas Boswell.

## PRIMARY SCHOOLS.

MATHER SCHOOL, BROADWAY.

*1st Asst.* — Sarah E. Lakeman. *Assistants.* — Elizabeth J. Andrews,

Margaret M. Burns, Maud F. Crosby, Lena J. Crosby, Mary E. Flynn, Eva C. Morris, Amelia McKenzie. *Janitor.* — Thomas Boswell.

HOWE SCHOOL, FIFTH, BETWEEN B AND C STREETS.

*1st Asst.* — Martha S. Damon. *Assistants.* — Emma Britt, Marie F. Keenan, Martha J. Krey, Mary E. T. Shine, Henrietta Nichols, Sabina F. Kelley. *Janitor.* — Michael T. Reagan.

---

KINDERGARTENS.

HOWE SCHOOL, FIFTH STREET.

*Principal.* — Emilie F. Bethmann. *Assistant.* — Florence H. Murray.

MATHER SCHOOL, BROADWAY.

*Principal.* — Mary Wall. *Assistant.* — Elizabeth A. Belcher.

**Lincoln School. (Boys.)**

*Broadway, near K Street, South Boston.*

*Master.* — Maurice P. White. *Sub-Master.* — William E. Perry, Charles N. Bentley. *1st Asst.* — Martha F. Wright. *Assistants.* — Vodisa J. Comey, Louise A. Pieper, Hannah L. Manson, Josephine A. Simonton, Jennie M. Pray, Annie M. Mulcahy, Ellen A. McMahon, Florence O. Bean, Hattie E. Sargent. *Janitor.* — Joseph S. Luther.

---

PRIMARY SCHOOLS.

TUCKERMAN SCHOOL, FOURTH STREET.

*1st Asst.* — Elizabeth M. Easton. *Assistants.* — Ellen V. Courtney, Mary A. Crosby, Anna E. Somes, Ella M. Kenniff, Mary F. Lindsay. *Janitor.* — Artemas D. Bickford.

CHOATE BURNHAM SCHOOL, EAST THIRD STREET.

*1st Asst.* — Laura L. Newhall. *Assistants.* — Eleanor F. Elton, Helen M. Canning, Kate A. Coolidge, Daisy E. Welch, Helen A. Emery. *Janitor.* — George L. Dacey.

---

KINDERGARTEN.

CHOATE BURNHAM SCHOOL, EAST THIRD STREET.

*Principal.* — — — — —. *Assistant.* — Ellen M. Pinkham.

**Norcross School. (GIRLS.)***Corner D and Fifth Streets, South Boston.*

*Master.* — Fred O. Ellis. *1st Assts.* — M. Elizabeth Lewis, Mary R. Roberts. *Assistants.* — Sarah A. Gallagher, Lillian K. Lewis, Juliette Smith, Emma L. Eaton, Mary E. Downing, Maria L. Nelson, Julia S. Dolan, Mary E. Bernhard, Emma F. Crane, Ellen T. Noonan. *Instructors of Sewing.* — Mrs. Catherine J. Cadogan, Mary J. McEntyre. *Janitor.* — Samuel T. Jeffers.

## PRIMARY SCHOOLS.

## DRAKE SCHOOL, THIRD STREET.

*1st Asst.* — Eleanor J. Cashman. *Assistants.* — Fannie W. Hussey, Abbie C. Nickerson, Alice J. Meins, Kate E. Fitzgerald. *Janitor.* — Matthew Giligan.

## CYRUS ALGER SCHOOL, SEVENTH STREET.

*1st Asst.* — Ann E. Newell. *Assistants.* — Emma F. Gallagher, Harriet L. Rayne, Jennie A. Mullally, Alice W. Baker, Hannah L. McGlinchey. *Janitor.* — James M. Demeritt.

## KINDERGARTEN.

## CYRUS ALGER SCHOOL, SEVENTH STREET.

*Principal.* — Louise M. Davis. *Assistant.* — Marita M. Burdett.

**Shurtleff School. (GIRLS.)***Dorchester Street, South Boston.*

*Master.* — Henry C. Hardon. *1st Assts.* — Anna M. Penniman, Ellen E. Morse. *Assistants.* — Catherine A. Dwyer, Jane M. Bullard, Martha E. Morse, Winnifred C. Folan, Harriet S. Howes, Mary M. Clapp, Marion W. Rundlett, Anna L. Scallan, Ella G. Fitzgerald, Marguerite S. Clapp, Margaret L. Nolan. *Instructor of Sewing.* — M. Lillian Dunbar. *Janitor.* — James Mitchell.

## PRIMARY SCHOOL.

## CLINCH SCHOOL, F STREET.

*1st Asst.* — Lucy A. Dunham. *Assistants.* — Alice G. Dolbeare, Mary E. Morse, Alice C. Ryan, Lillian M. Hall. *Janitor.* — John McLeod.

## KINDERGARTEN.

## SHURTELL SCHOOL, DORCHESTER STREET.

*Principal.* — Josephine Gay. *Assistant.* — Edith C. Gleason.

**Thomas N. Hart School. (Boys.)***H, cor. of East Fifth Street, South Boston.*

*Master.* — John F. Dwight. *Sub-Master.* — John D. Philbrick. *1st Asst.* Margaret J. Stewart. *Assistants.* — Jennie F. McKissick, Mary B. Powers, Emma J. Channell, L. Idalia Provan, Anastasia G. Hyde, Bertha Pierce, Florence Harlow, Carrie L. Prescott. *Janitor.* — Nathan Gray.

---

**PRIMARY SCHOOLS.****THOMAS N. HART SCHOOL, H STREET.**

*Assistants.* — Lura M. Power, Evelyn M. Condon, M. Edna Cherrington.

**CAPEN SCHOOL, CORNER OF I AND SIXTH STREETS.**

*1st Asst.* — Mary E. Powell. *Assistants.* — Laura J. Gerry, Mary E. Perkins, Ella M. Warner, Fannie G. Patten, S. Louella Sweeney. *Janitor.* — Artemas D. Bickford.

---

**KINDERGARTEN.****THOMAS N. HART SCHOOL, H STREET.**

*Principal.* — Mary I. Hamilton. *Assistants.* — Clara G. Locke, Alice R. Eliot.

---

**SEVENTH DIVISION.****Comins School. (Boys and Girls.)***Tremont, cor. Terrace Street, Roxbury.*

*Master.* — William H. Martin. *Sub-Master.* — Thomas G. Rees. *1st Assts.* — Elinor W. Leavitt, Sarah E. Lovell. *Assistants.* — Elizabeth G. Phelps, Jane E. Gormley, Mary L. Williams, Mary E. Crosby, Margaret A. Dooley, Mary H. Brick, Alice A. Sanborn, Mary O'Connell. *Ungraded Class.* — Margaret E. Sullivan. *Instructor of Sewing.* — Mrs. Margaret McDonald. *Janitor.* — Michael Gallagher.

---

**PRIMARY SCHOOL.****PHILLIPS-STREET SCHOOL.**

*1st Asst.* — Anna R. McDonald. *Assistants.* — Elizabeth P. Brewer, Sarah D. Haskins, Sarah B. Bancroft, Sabina Egan, Marcella M. Ryan. *Janitor.* — Thomas F. Whalen.

## KINDERGARTENS.

## COTTAGE-PLACE SCHOOL.

*Principal.* — Annie S. Burpee. *Assistant.* — Fannie W. Bacon. *Janitor.* — Michael Gallagher.

## SMITH-STREET SCHOOL.

*Principal.* — Gertrude A. Rausch. *Assistant.* — Margaret E. White. *Janitor.* — John Cole.

**Dearborn School. (Boys and Girls.)**

*Dearborn Place, near Eustis Street, Roxbury.*

*Master.* — Charles F. King. *Sub-Master.* — Alanson H. Mayers. *1st Assts.* — Lily B. Atherton, Philena W. Rounseville. *Assistants.* — Martha D. Chapman, Abby E. Flagg, Anne M. Backup, Lizzie M. Wood, Mary F. Walsh, Abbie W. Sullivan, Lizzie M. Hersey, Helen Doherty, Sarah A. Driscoll, Abbie G. Abbott, Lillian A. Wiswell. *Ungraded Class.* — Katherine A. Regan. *Instructor of Sewing.* — Mrs. Mary E. Jacobs. *Janitor.* — Michael J. Lally.

## PRIMARY SCHOOLS.

## YEOMAN-STREET SCHOOL.

*1st Asst.* — Mary A. P. Cross. *Assistants.* — Ellen M. Oliver, Mary L. Gaylord, Alice W. Peaslee, Mary E. Nason, Ada L. McKean, Louise D. Gage, Kate A. Nason, Katharine O'Brien, Florence M. DeMerritt. *Janitor.* — William H. Bowman.

## EUSTIS-STREET SCHOOL.

*Assistants.* — Mary F. Neale, M. Agnes Murphy, Mary K. Wallace, Emma L. Merrill. *Janitor.* — Spencer E. Seales.

## MT.-PLEASANT-AVENUE SCHOOL.

*Assistants.* — Adaline Beal, Eloise B. Walcott. *Janitor.* — John J. Dignon.

## KINDERGARTEN.

## YEOMAN-STREET SCHOOL.

*Principal.* — Mary T. Hale. *Assistant.* — Mabel M. Winslow.

**Dillaway School. (Girls.)**

*Kenilworth Street, Roxbury.*

*Principal.* — Sarah J. Baker. *1st Assts.* — Elizabeth M. Blackburn, Annie L. Bennett. *Assistants.* — Helen C. Mills, Phebe H. Simpson, Abby M.

Clark, Cordelia G. Torrey, Lucia A. Ferguson, Eliza Brown, Susan H. Mc-Kenna, Florence H. Griffin, Emma E. Long, Mary L. Gore, Carolena C. Richards, Annie E. Mahan. *Instructor of Sewing.* — Mrs. Emma A. Waterhouse. *Janitor.* — Luke Riley.

PRIMARY SCHOOLS.

BARTLETT-STREET SCHOOL.

*1st Asst.* — Anna M. Balch. *Assistants.* — Florence W. Aiken, Agnes A. Watson, Celia A. Scribner, Elizabeth Palmer. *Janitor.* — John Schromm.

ABBY W. MAY SCHOOL, THORNTON STREET.

*1st Asst.* — Mary L. Shepard. *Assistants.* — Elizabeth A. O'Neil, Ellen A. Scollin, Edith Rose, Theresa B. Finneran. *Janitor.* — Charles F. Travis.

KINDERGARTENS.

KENILWORTH-STREET SCHOOL.

*Principal.* — Florence A. Fitzsimmons. *Assistant.* — Martha E. Melchert. *Janitor.* — John Schromm.

ABBY W. MAY SCHOOL, THORNTON STREET.

*Principal.* — Elizabeth C. Barry. *Assistant.* — Sarah H. Williams.

**Dudley School. (Boys.)**

*Corner of Dudley and Putnam Streets, Roxbury.*

*Master.* — Leverett M. Chase. *Sub-Masters.* — Augustine L. Rafter, William L. Phinney. *1st Asst.* — Alice E. Farrington. *Assistants.* — Harriet E. Davenport, Mary H. Cashman, Maria E. Wood, Catherine M. McGinley, Margaret T. Dooley, Ida S. Hammerle, Adah F. Whitney, M. Alice Kimball, Frances Zirngiebel, Ella M. Hersey. *Ungraded Class.* — Alice M. Crowell. *Janitor.* — Jonas Pierce.

PRIMARY SCHOOLS.

VERNON-STREET SCHOOL.

*1st Asst.* — Alice L. Williams. *Assistants.* — Ingemisca G. Weyssse, Lucy G. M. Card, Mary I. Chamberlin, L. Adelaide Colligan, Mary A. Brennan. *Janitor.* — Perez H. Knight.

ROXBURY-STREET SCHOOL.

*1st Asst.* — Helen P. Hall. *Assistants.* — Kate F. Lyons, Delia T. Killion, Hattie A. Littlefield, Sarah E. Rumrill, Lizzie F. Johnson, Ella M. Seavers. *Janitor.* — William Kendrick.

## KINDERGARTEN.

## ROXBURY-STREET SCHOOL.

*Principal.* — Ellen M. Fiske. *Assistant.* — Kate F. Crosby.

**George Putnam School. (Boys and Girls.)**

*Columbus Avenue, Roxbury.*

*Master.* — Henry L. Clapp. *Sub-Master.* — William L. Bates. *1st Asst.* — Katharine W. Huston. *Assistants.* — Maria F. Bray, Ellen E. Leach, Mary L. Crowe, Carrie A. Colton, Thalia Goddard, Annie G. Ellis. *Instructor of Sewing.* — Mary L. Spencer. *Janitor.* — Luke Kelley.

## WILLIAMS SCHOOL, HOMESTEAD STREET.

*Assistant.* — Mary B. Tenney.

## PRIMARY SCHOOLS.

## GEORGE PUTNAM SCHOOL, COLUMBUS AVENUE.

*Assistants.* — Amoritta E. Esilman, Orphise A. Morand, Mabel L. Brown, Mary A. Gove.

## WILLIAMS SCHOOL, HOMESTEAD STREET.

*Assistants.* — Julia H. Cram, Rosanna L. Rock, Ella J. Brown. *Janitor.* — Luke Kelley.

## KINDERGARTEN.

## 7 BYRON COURT.

*Principal.* — Anita F. Weston.

**Hugh O'Brien School. (Boys and Girls.)**

*Corner of Dudley and Langdon Streets, Roxbury.*

*Master.* — John R. Morse. *Sub-Master.* — Abram T. Smith. *1st Assts.* — L. Anna Dudley, Margaret Holmes. *Assistants.* — Sarah W. Loker, Helen M. Hills, Helen F. Brigham, Maria L. Mace, Esther E. McGrath, Mary J. Mohan, Esther M. Meserve, Ellen F. A. Hagerty, Evangeline Clark, M. Jennie Moore, Sarah H. Hosmer, Mary W. Currier, Elizabeth F. Pinkham. *Instructor of Sewing.* — Mrs. Mary E. Jacobs. *Janitor.* — Thomas J. Gill.

## PRIMARY SCHOOLS.

## GEORGE-STREET SCHOOL.

*1st Asst.* — Emily M. Pevear. *Assistants.* — Abby S. Oliver, Florence C. Gordon, Anna W. Clark, Bridget E. Scanlan, Alice G. Russell. *Janitor.* — Frank S. Bowman.

## HOWARD-AVENUE SCHOOL.

*1st Asst.* — Elizabeth R. Wallis. *Assistants.* — Florence Cahill, Ethelyn L. Jameson, Kathie H. Emery, Mary F. McDonald, Matilda Mitchell, Isabella L. Bissett, Mary E. McCarty. *Janitor.* — Samuel S. McLennan.

## KINDERGARTEN.

## 604 DUDLEY STREET.

*Principal.* — Alice S. Brown. *Assistant.* — Edith L. Phelan.

## Lewis School. (BOYS AND GIRLS.)

*Corner of Dale and Sherman Streets, Roxbury.*

*Master.* — William L. P. Boardman. *Sub-Master.* — Henry B. Hall. *1st Assts.* — Ellen M. Murphy, Alice O'Neil. *Assistants.* — Grace M. Clark, Mary H. Thompson, Mary E. Howard, Gertrude H. Lakin, Anna F. Bayley, Kate M. Groll, Martha C. Gerry, Emma R. Gragg, Mary L. Green. *Ungraded Class.* — Mary A. H. Fuller. *Instructor of Sewing.* — Margaret T. McCormick. *Janitor.* — James A. Howe.

## QUINCY-STREET SCHOOL.

*Sub-Master.* — Allan L. Sedley. *Assistants.* — Blanche L. Ormsby, Annie A. Maguire, Abigail A. Scannell.

## PRIMARY SCHOOLS.

## QUINCY-STREET SCHOOL.

*1st Asst.* — Alonira B. Russell. *Assistants.* — Helen Crombie, Isabel Thacher, Emma F. Wilson. *Janitor.* — Henry C. Hunneman.

## 4 MAYWOOD STREET.

*Assistant.* — — —. *Janitor.* — Henry C. Hunneman.

## WINTHROP-STREET SCHOOL.

*Assistants.* — Frances N. Brooks, Mary E. Deane, Edith A. Willey, Alice M. Sibley. *Janitor.* — John J. Dignon.

## MUNROE-STREET SCHOOL.

*Assistants.* — Anna A. Groll, Caroline F. Seaver, Mary H. Burgess. *Janitor.* — Dennis Kirby. — — —

## KINDERGARTEN.

## 370 WARREN STREET.

*Principal.* — Bertha F. Cushman. *Assistant.* — Almeda A. Holmes. *Janitor.* — Henry C. Hunneman.

**Martin School.** (BOYS AND GIRLS.)*Corner Huntington Avenue and Worthington Street.*

*Master.* — Edward P. Sherburne. *Sub-Master.* — George W. Ransom. *1st Asst.* — Emily F. Carpenter. *Assistants.* — Emma E. Lawrence, Isabel M. Wier, Mary V. Gormley, Charlotte P. Williams, Grace C. Dillon, Jane F. Gilligan, Sarah W. Moulton. *Instructor of Sewing.* — Esther L. Young. *Janitor.* — Thomas M. Houghton.

---

PRIMARY SCHOOL.

MARTIN SCHOOL, HUNTINGTON AVENUE.

*Assistants.* — Fannie D. Lane, Alicia F. McDonald, Alice B. Fuller, Katherine Boyd, Lydia A. Buxton.

---

KINDERGARTEN.

766 HUNTINGTON AVENUE.

*Principal.* — Lucy Kummer. *Assistant.* — Annie J. Eaton.

---

EIGHTH DIVISION.

---

**Agassiz School.** (BOYS.)*Brewer and Burroughs Streets, Jamaica Plain.*

*Master.* — John T. Gibson. *Sub-Masters.* — Arthur Stanley, Joshua Q. Litchfield. *1st Asst.* — Mary A. Gott. *Assistants.* — Alice B. White, May E. Ward, Jennie A. Faxon, Mary E. Stuart, Mary A. Cooke, Clara I. Metcalf, Clara J. Reynolds, Annie C. Gallup, Caroline N. Poole, Sarah A. Moody. *Janitor.* — George A. Cottrell.

## WASHINGTON-STREET SCHOOL.

*Assistant.* — Josephine A. Slayton.

---

PRIMARY SCHOOLS.AGASSIZ SCHOOL, BURROUGHS STREET. (*Old Building.*)

*1st Asst.* — Caroline D. Putnam. *Assistants.* — Mary H. McCready, Annie C. Gott, Emma M. Smith. *Janitor.* — George A. Cottrell.

## WASHINGTON-STREET SCHOOL.

*Assistant.* — Annie V. Lynch. *Janitor.* — John T. Morrissey.

## KINDERGARTEN.

AGASSIZ SCHOOL, BURROUGHS STREET. (*Old Building.*)

*Principal.* — Gertrude L. Kemp. *Assistant.* — Helen B. Foster.

---

**Bennett School.** (BOYS AND GIRLS.)

*Chestnut-hill Avenue, Brighton.*

*Master.* — Henry L. Sawyer. *Sub-Masters.* — Charles F. Merrick, James H. Burdett. *1st Asst.* — Melissa Abbott. *Assistants.* — F. Maud Joy, E. May Hastings, Clara L. Harrington, Annie R. Cox, Katherine McNamara, Edith H. Jones, Rose S. Havey, Annie M. Stickney. *Instructor of Sewing.* — Mrs. Elizabeth A. Power. *Janitor.* — John W. Remmonds.

---

PRIMARY SCHOOLS.

BENNETT SCHOOL, DIGTON PLACE.

*Assistant.* — Mabel L. Chapman.

WINSHIP SCHOOL, DIGTON PLACE.

*Assistants.* — Charlotte Adams, Frances W. Currier, Anna L. Hooker, Emma P. Dana. *Janitor.* — John W. Remmonds.

OAK-SQUARE SCHOOL.

*Assistant.* — Anne Neville. *Janitor.* — Jeremiah Shaw.

UNION-STREET SCHOOL.

*Assistant.* — Margaret I. Scollans. *Janitor.* — Walter B. Durgin.

HOBART-STREET SCHOOL.

*Assistant.* — Leslie D. Hooper. *Janitor.* — Joseph A. Crossman.

---

KINDERGARTEN.

UNION-STREET SCHOOL.

*Principal.* — Kate A. Duncklee. *Assistant.* — Margaret T. McCabe.

---

**Bowditch School.** (GIRLS.)

*Green Street, Jamaica Plain.*

*Master.* — Edward W. Schuerch. *1st Assts.* — Amy Hutchins, Elizabeth G. Melcher. *Assistants.* — Nellie I. Lapham, Alice M. Robinson, Alice B.

Stephenson, Elizabeth L. Stodder, Cora B. Mudge, Delia U. Chapman, Emily H. Maxwell, Mary A. M. Papineau. *Ungraded Class.*—Lucy M. Bruhn. *Instructors of Sewing.*—Helen E. Hapgood, Mrs. Olive C. Hapgood. *Janitor.*—Samuel S. Marison.

---

#### PRIMARY SCHOOLS.

##### MARGARET FULLER SCHOOL, GLEN ROAD.

*1st Asst.*—Mary E. Whitney. *Assistants.*—Ellen E. Foster, Olive A. Wallis, Mary E. McDonald. *Janitor.*—Charles W. Robinson.

##### HILLSIDE SCHOOL.

*1st Asst.*—Margaret E. Winton. *Assistants.*—Lena L. Carpenter, Alice Greene, Martha T. Howes. *Janitor.*—Samuel S. Marison.

##### CHESTNUT-AVENUE SCHOOL.

*Assistants.*—Sarah P. Blackburn, Mary J. Capen. *Janitor.*—Thomas Alchin.

---

#### KINDERGARTENS.

##### MARGARET FULLER SCHOOL, GLEN ROAD.

*Principal.*—Anna E. Marble. *Assistant.*—Sarah A. James.

##### HILLSIDE SCHOOL.

*Principal.*—Lillian B. Poor. *Assistant.*—E. Elizabeth Brown.

---

#### Charles Sumner School. (BOYS AND GIRLS.)

*Ashland Street, Roslindale.*

*Master.*—Loeia P. Howard. *Sub-Master.*—E. Emmons Grover. *1st Assts.*—Charlotte B. Hall, Angeline P. Nutter. *Assistants.*—Elvira L. Austin, Alice M. Barton, Mary E. Lynch, Ida M. Dyer, Ellen J. Kiggen, Josie E. Evans, Margaret F. Marden. *Instructor of Sewing.*—Ellen M. Wills. *Janitor.*—William L. Lovejoy.

##### FLORENCE-STREET SCHOOL.

*Assistant.*—C. Emma Lincoln.

##### STEPHEN M. WELD SCHOOL, SHARON STREET (NEAR MT. HOPE STATION).

*Assistant.*—Esther M. Davies. *Janitor.*—Henry P. Meyers.

## PRIMARY SCHOOLS.

## FLORENCE-STREET SCHOOL.

*1st Asst.* — Katharine M. Coulahan. *Assistants.* — Dora M. Leonard, Martha W. Hanley, Mary G. Kelley. *Janitor.* — Frank H. Spinney.

## STEPHEN M. WELD SCHOOL, SHARON STREET (NEAR MT. HOPE STATION).

*1st Asst.* — Anna M. Leach. *Assistants.* — Maude C. Hartnett, Louise M. Cottle. *Janitor.* — Henry P. Meyers.

## CANTERBURY-STREET SCHOOL.

*Assistants.* — Elizabeth Kiggen, Mary E. Roome. *Janitor.* — Ellen Norton.

## KINDERGARTEN.

## STEPHEN M. WELD SCHOOL, SHARON STREET (NEAR MT. HOPE STATION).

*Principal.* — Mabel S. Eddy. *Assistant.* — Celeste B. Cooper.

**Longfellow School. (Boys and Girls.)**

*Corner of South and Hewlett Streets, Roslindale.*

*Master.* — Frederic H. Ripley. *1st Asst.* — Elizabeth M. Mann. *Assistants.* — M. Alice Jackson, Mary M. A. Twombly, Helen E. Chandler, Emma Burrows, Rose E. Keenan, Rachel U. Cornwell. *Ungraded Class.* — Adalyn P. Henderson. *Instructor of Sewing.* — Ellen M. Wills. *Janitor.* — Patrick A. O'Brien.

## PHINEAS BATES SCHOOL, BEECH STREET.

*Assistant.* — Jennie A. Owens. *Janitor.* — Frederick W. Brauer.

## PRIMARY SCHOOLS.

## LONGFELLOW SCHOOL, SOUTH AND HEWLETT STREETS.

*Assistants.* — Winifred Williams, Mary A. McCarthy, Elizabeth A. Breivogel.

## PHINEAS BATES SCHOOL, BEECH STREET.

*Assistants.* — Rebekah C. Riley, Lydia W. Jones, Alice M. York.

## KINDERGARTEN.

## WISE BUILDING, SOUTH STREET.

*Principal.* — Sarah L. Marshall. *Assistant.* — Ida P. Wait. *Janitor.* — Frank H. Spinney.

**Lowell School.** (BOYS AND GIRLS.)*310 Centre Street, Roxbury.*

*Master.* — <sup>1</sup> Daniel W. Jones. *Sub-Master.* — Edward J. Cox. *1st Assts.* — Eliza C. Fisher, Anna L. Hudson. *Assistants.* — Mary E. Morse, Cora F. Sanborn, Lucia E. Estey, Rebecca Coulter, O. Augusta Welch, Mary F. Cummings, Helen C. Laughlin, Susan E. Chapman, Ellen M. Farrell, Mary E. Healey, Mary W. Howard, Sarah A. Lyons, Annie W. Leonard, Mary E. Clapp, Mary J. Fitzsimmons, Alice A. Batchelor. *Special.* — Ellen Carver. *Instructor of Sewing.* — Mrs. Eldora M. S. Bowen. *Janitor.* — Frank L. Harris.

## MARCELLA-STREET HOME.

*Ungraded Classes.* — Annie Dooley, Minnie A. Noyes, Susan H. Nugent, Eleanor F. Somerby, Mary V. Prendergast. *Instructor of Sewing.* — Ella L. Thomas.

## PRIMARY SCHOOLS.

## LUCRETIA CROCKER SCHOOL, PARKER STREET.

*1st Asst.* — Flora J. Perry. *Assistants.* — Marguerite G. Brett, Lillian G. Greene, Lillian S. Hilton, Jane J. Wood, Catherine T. Sullivan, Amy W. Watkins. *Janitor.* — Thomas M. Hogan.

## WYMAN SCHOOL, WYMAN STREET.

*1st Asst.* — Caroline F. Cutler. *Assistants.* — Jessie K. Hampton, Mary E. Murphy, Mary C. Crowley, Emma L. McDonald, Georgia L. Hilton, Agnes L. Moran. *Janitor.* — Thomas Alchin.

## HEATH-STREET SCHOOL.

*Assistants.* — Ella F. Howland, Ellen C. McDermott. *Janitor.* — Catherine H. Norton.

## KINDERGARTEN.

## CENTRE-STREET SCHOOL.

*Principal.* — Ida E. McElwain. *Assistant.* — Lila C. Fisher.

**Robert G. Shaw School.** (BOYS AND GIRLS.)*Hastings Street, West Roxbury.*

*Master.* — William E. C. Rich. *1st Asst.* — Emily M. Porter. *Assistants.* — William W. Howe, Frances R. Newcomb, Julia F. Coombs, Mary C. Richards, Helen S. Henry. *Instructor of Sewing.* — Mary L. Spencer. *Janitor.* — Owen Woods.

<sup>1</sup> Died Nov. 27, 1898.

## WASHINGTON-STREET SCHOOL, GERMANTOWN.

*1st Asst.* — Achsa M. Merrill.

## PRIMARY SCHOOLS.

## MT.—VERNON-STREET SCHOOL.

*Assistants.* — Mary C. Moller, Florence I. Reddy, Mary Butler. *Janitor.* — Owen Woods.

## BAKER-STREET SCHOOL.

*Assistant.* — Frances A. Griffin. *Janitor.* — William J. Noon.

## WASHINGTON-STREET SCHOOL, GERMANTOWN.

*Assistant.* — Anna R. French. *Janitor.* — Minnie L. Karcher.

## KINDERGARTEN.

## ROBERT G. SHAW SCHOOL, HASTINGS STREET.

*Principal.* — Leila A. Flagg. *Assistant.* — Ellen G. Earnshaw.

**Washington Allston School. (Boys and Girls.)**

*Cambridge Street, Allston.*

*Master.* — George W. M. Hall. *Sub-Master.* — William C. Crawford. *1st Asst.* — Marion Keith. *1st Asst., Drawing and Color.* — Alice A. Swett. *Assistants.* — Annie E. Bancroft, Jessie W. Kelly, Sara F. Boynton, Mary F. Child, Arvilla T. Harvey, Eliza F. Blacker, Marguerite L. Lillis, Gertrude M. Bent, Elizabeth C. Muldoon, Margaret C. Hunt, Mabel A. Spooner, Ida F. Taylor. *Instructor of Sewing.* — Mrs. Sarah A. Stall. *Janitor.* — Charles McLaughlin.

## WILLIAM WIRT WARREN SCHOOL, WAVERLEY STREET.

*Sub-Master.* — Alexander Pearson. *Assistants.* — Helena F. Leary, Emily C. Brown, Mary E. O'Neill, Lydia E. Stevenson. *Janitor.* — Francis Rogers.

## PRIMARY SCHOOLS.

## WILLIAM WIRT WARREN SCHOOL, WAVERLEY STREET.

*Assistant.* — Ella L. Chittenden.

## HARVARD SCHOOL, NORTH HARVARD STREET.

*Assistants.* — Clara B. Hooker, Adelaide C. Williams, Agnes A. Aubin, Elsie L. Travis. *Janitor.* — Charles McLaughlin.

## AUBURN SCHOOL, SCHOOL STREET.

*Assistants.* — Leona J. Sheehan, Ruby A. Johnson, Lillian S. Allen.  
*Janitor.* — Francis Rogers.

## WEBSTER SCHOOL, WEBSTER PLACE.

*Assistants.* — Emma F. Martin, Anna N. Brock, Edith S. Wyman, Helen E. Raymond. *Janitor.* — Otis D. Wilde.

## EVERETT SCHOOL, BRENTWOOD STREET.

*Assistant.* — Grace E. Nickerson. *Janitor.* — Margaret Kelly.

## KINDERGARTEN.

## EVERETT SCHOOL, BRENTWOOD STREET.

*Principal.* — Helen L. Duncklee. *Assistant.* — Sarah N. Stall. *Janitor.* — Margaret Kelly.

## NINTH DIVISION.

**Christopher Gibson School.** (BOYS AND GIRLS.)

*Bowdoin Avenue, Dorchester.*

*Master.* — William E. Endicott. *Sub-Master.* — Frederick W. Shattuck.  
*1st Assts.* — Ida L. Boyden, Charlotte E. Andrews. *Assistants.* — Joanna G. Keenan, Catherine F. Byrne, E. Gertrude Dudley, Flora E. Billings, Alice C. Chesley, Emily A. Evans, Ethel P. West, Edith M. Keith, E. Leora Pratt. *Instructor of Sewing.* — Helen L. Burton. *Janitor.* — Winthrop B. Robinson.

## SCHOOL-STREET BUILDING (OLD GIBSON SCHOOL-HOUSE).

*1st Assistant.* — Joseph T. F. Burrell.

## ATHERTON BUILDING, COLUMBIA STREET.

*Assisant.* — Annie H. Pitts.

## PRIMARY SCHOOLS.

## SCHOOL-STREET BUILDING (OLD GIBSON SCHOOL-HOUSE).

*1st Asst.* — E. Louise Brown. *Assistants.* — Feroline W. Fox, Ellen A. Brown, Mary A. Cussen, Bessie C. Jones. *Janitor.* — Thomas Kinsley.

## ATHERTON BUILDING, COLUMBIA STREET.

*Assistants.* — Rose E. A. Redding, Elizabeth G. Crotty, Annie B. Emery. *Janitor.* — Thomas Shattuck.

## GLENWAY SCHOOL, NEAR BLUE-HILL AVENUE.

*Assistant.* — Grace Hall. *Janitor.* — Margaret Kelly.

## KINDERGARTENS.

## ATHERTON BUILDING, COLUMBIA STREET.

*Principal.* — Frieda M. Bethman.

## SCHOOL-STREET BUILDING.

*Principal.* — Kate S. Gunn. *Assistant.* — Alice B. Torrey.

## GREENWOOD HALL, GLENWAY.

*Principal.* — Alice Fobes.

**Edward Everett School.** (Boys and Girls.)

*Sumner Street, Dorchester.*

*Master.* — Henry B. Miner. *Sub-Master.* — George M. Fellows. *1st Assts.* — Mary F. Thompson, Henrietta A. Hill. *Assistants.* — Emma M. Savil, Clara J. Doane, Hildegard Fick, Alice E. Aldrich, Mary A. Whalen, Anna M. Foster, Harriet A. Darling, L. Cora Morse. *Instructor of Sewing.* — Mary S. Dickinson. *Janitor.* — George L. Chessman.

## PRIMARY SCHOOLS.

EDWARD EVERETT SCHOOL, SUMNER STREET. (*Old Building.*)

*1st Asst.* — Florence N. Sloan. *Assistants.* — Florence A. Goodfellow, Fanny Frizzell, Katharine Wark, Sally T. Fletcher. *Janitor.* — George L. Chessman.

## SAVIN-HILL SCHOOL, SAVIN-HILL AVENUE.

*Assistants.* — Lucy G. Flusk, C. Margaret Browne. *Janitor.* — Henry Randolph.

**Gilbert Stuart School.** (Boys and Girls.)

*Richmond Street, Lower Mills, Dorchester.*

*Master.* — Edward M. Lancaster. *Sub-Master.* — Edwin F. Kimball. *1st Asst.* — Elizabeth H. Page. *Assistants.* — Caroline F. Melville, Janet B. Halliday, Elizabeth B. Wetherbee, Anna M. McMahon, Edith A. Scanlan, Cornelia M. Collamore. *Instructor of Sewing.* — Katharine M. Howell. *Janitor.* — Asa C. Hawes.

## PRIMARY SCHOOLS.

## STOUGHTON SCHOOL, RIVER STREET.

*Assistants.* — Carrie M. Watson, Esther S. Brooks, H. Adelaide Sullivan, Edith M. Martine. *Janitor.* — Asa C. Hawes.

## ADAMS-STREET SCHOOL.

*Assistant.* — Mary M. Dacey. *Janitor.* — Ellen James.

## KINDERGARTEN.

## STOUGHTON SCHOOL, RIVER STREET.

*Principal.* — Alice D. Hall. *Assistant.* — Julia E. Hall.

**Henry L. Pierce School. (Boys and Girls.)**

*Washington Street, cor. of Welles Avenue, Dorchester.*

*Master.* — Horace W. Warren. *Sub-Master.* — Charles C. Haines. *1st Asst.* — Mary E. Mann. *Assistants.* — Elizabeth C. Estey, Lucina Dunbar, Helen A. Woods, Anna S. Coffey, Anna G. Wells, Mary L. Merrick, Anna K. Barry, Ella F. Carr, Alice B. Cherrington, Jane Parker. *Instructor of Sewing.* — Mrs. Harriet E. Browne. *Janitor.* — Timothy Donahoe.

## THETFORD-STREET SCHOOL.

*Sub-Master.* — Orris L. Beverage. *Assistant.* — Mary A. Crafts.

## PRIMARY SCHOOLS.

## THETFORD-STREET SCHOOL.

*1st Asst.* — Mary E. Nichols. *Assistants.* — Louise L. Carr, Keziah J. Anslow, Mary A. Fruean, Agatha P. Razoux. *Janitor.* — A. Benson Rowe.

## BAILEY-STREET SCHOOL.

*Assistants.* — Anna B. Badlam, Flora C. Woodman, Helen F. Burgess. *Janitor.* — A. Benson Rowe.

## KINDERGARTENS.

## BAILEY-STREET SCHOOL.

*Principal.* — Minnie G. Abbott. *Assistant.* — Mary B. Pope.

## THETFORD-STREET SCHOOL.

*Principal.* — Sarah T. Whitmarsh. *Assistant.* — Katharine H. Perry.

**Mary Hemenway School. (Boys and Girls.)***Corner of Adams and King Streets, Dorchester.*

*Master.* — N. Hosea Whittemore. *Sub-Master.* — Frederick L. Owen. *1st Asst.* — L. Gertrude Howes. *Assistants.* — Charlotte A. Powell, Anna E. Leahy, Margaret C. Schouler, Cora I. Young, Mary F. McMorrow, Annie B. Drowne. *Ungraded Class.* — Annetta F. Arnes. *Instructor of Sewing.* — Martha F. French. *Janitor.* — Wallace Kenney.

---

**PRIMARY SCHOOLS.****HARRIS SCHOOL, ADAMS STREET, CORNER MILL STREET.**

*1st Asst.* — Ida K. McGiffert. *Assistants.* — Mary Waterman, Fanny L. Short, Bertha F. Cudworth, Mary E. Wilbar, Susan J. Berigan. *Janitor.* — John Buckpitt.

**DORCHESTER-AVENUE SCHOOL.**

*Assistant.* — Louise Robinson. *Janitor.* — John Buckpitt.

---

**MATHER SCHOOL. (Boys and Girls.)***Meeting-house Hill, Dorchester.*

*Master.* — Edward Southworth. *Sub-Master.* — Arthur A. Lincoln. *1st Assts.* — J. Annie Bense, Marietta S. Murch. *Assistants.* — Mary B. Corr, Frances Forsaith, Carrie F. Parker, Jennie E. Phinney, Isabel W. Davis, Clara G. Hinds, Fannie Fox, Lucy J. Dannels, M. Esther Drake. *Instructor of Sewing.* — Emma G. Welch. *Janitor.* — Benjamin C. Bird.

**LYCEUM HALL, MEETING-HOUSE HILL.**

*Sub-Master.* — George A. Smith. *Assistants.* — Helen E. Hobbs, Mary H. Knight, Eva C. Fairbrother, Alice G. Williams. *Ungraded Class.* — Anna E. Hoss. *Janitor.* — Cyrus Grover.

**PRIMARY SCHOOLS.****OLD MATHER SCHOOL, MEETING-HOUSE HILL.**

*1st Asst.* — Elizabeth Donaldson. *Assistants.* — Ruth E. Browne, Lena Le V. Dutton, Grace O. Allen, Florence E. Griffith, Ella J. Costello. *Janitor.* — Benjamin C. Bird.

**LYCEUM HALL, MEETING-HOUSE HILL.**

*Assistant.* — Ella L. Howe.

**QUINCY-STREET SCHOOL.**

*Assistants.* — Florence J. Bigelow, Alice L. Howard. *Janitor.* — Mary Leary.

## ROBINSON-STREET SCHOOL.

*1st Asst.* — Clara A. Jordan. *Assistants.* — Viola S. Churchill, Lillian B. Blackmer, Bessie McBride, Elizabeth M. Grant, Bertha E. Dennis, Sadie M. Spaulding. *Janitor.* — James A. Hanlon.

## KINDERGARTEN.

## KETTELL BUILDING.

*Principal.* — Julia F. Baker. *Assistant.* — Emma F. Temple.

**Minot School.** (BOYS AND GIRLS.)

*Neponset Avenue, Dorchester.*

*Master.* — F. Morton King. *1st Asst.* — Alice G. Hamblett. *Assistants.* — Katherine M. Adams, Mary E. Glidden, Sophia W. French, Mary E. Palmer, Etta F. Shattuck, Annie H. Gardner. *Janitor.* — George P. Phillips.

## PRIMARY SCHOOL.

## WALNUT-STREET SCHOOL.

*Assistants.* — Harriet B. Hight, A. Isabelle Macarthy, Annie T. Kelley, Amy K. Pickett. *Janitor.* — George P. Phillips.

## KINDERGARTEN.

## WALNUT-STREET SCHOOL.

*Principal.* — Mary B. Morse. *Assistant.* — Edith S. Emery.

**Roger Clap School.** (BOYS AND GIRLS.)

*Harvest Street, Dorchester.*

*Master.* — Edwin T. Horne. *Sub-Master.* — Murray H. Ballou. *1st Asst.* — Nellie J. Breed. *Assistants.* — Myra E. Wilson, Mary E. Irwin, Williamsona Birse, Sarah T. Driscoll, Josephine A. Martin, Annie R. Mohan. *Instructor of Sewing.* — Mary S. Dickinson. *Janitor.* — Joseph W. Batchelder.

## PRIMARY SCHOOLS.

## ROGER CLAP SCHOOL, HARVEST STREET.

*Assistants.* — Minnie E. Price, M. Alice Sullivan, Alice B. Hennessey. *Janitor.* — Joseph W. Batchelder.

## HARBOR-VIEW-STREET SCHOOL.

*Assistants.* — Cora L. Etheridge, Caroline D. Bere, Mary C. Ellis, Charlotte K. Holmes. *Janitor.* — Nathaniel H. Hall.

## ATHENÉUM BUILDING, EAST COTTAGE STREET.

*Assistant.* — Winifred Emerson. *Janitor.* — Andrew C. Scott.

## EDWARD EVERETT PRIMARY SCHOOL.

*Assistant.* — Kate L. Brown. *Janitor.* — George L. Chessman.

**Tileston School. (Boys and Girls.)**

*Norfolk Street, Mattapan.*

*Master.* — Hiram M. George. *1st Asst.* — Ida T. Weeks. *Assistants.* — Martha A. Baker, Emeline W. Ripley, Clara A. Emerton, Alice M. Ryan, *Instructor of Sewing.* — Esther C. Povah. *Janitor.* — Peter Cook.

## MORTON-STREET SCHOOL.

*Assistants.* — Harriet M. Gould, Katharine C. Merrick.

## PRIMARY SCHOOLS.

## TILESTON SCHOOL, NORFOLK STREET.

*Assistants.* — Louisa W. Burgess, Mabel W. Chandler.

## MORTON-STREET SCHOOL.

*Assistants.* — Emma L. Samuels, Emma L. Baker. *Janitor.* — Napoleon B. Whittier.

## KINDERGARTEN.

## 166 LAURIAT AVENUE.

*Principal.* — Jennie B. Brown. *Assistant.* — Miriam S. Cutler. *Janitor.* — Alfred Agles.

## DIRECTORS AND SPECIAL INSTRUCTORS.

## DRAWING.

*Director.* — James Frederick Hopkins. *Assistants.* — Henry W. Poor, Henry Hitchings.

## PHYSICAL TRAINING.

*Director.* — — —. *Assistant.* — Hartvig Nissen.

## MODERN LANGUAGES.

*Assistants.* — Henri Morand, J. Frederick Stein.

## KINDERGARTENS.

*Director.* — Laura Fisher.

## INSTRUCTORS OF MUSIC.

Henry G. Carey. Latin and High Schools.

<sup>1</sup> Hosea E. Holt. Normal, Rice, Bunker Hill, Frothingham, Harvard, Prescott, Warren, Bowdoin, Eliot, Hancock, Winthrop, Gaston, Lincoln, Norcross, Thomas N. Hart, John A. Andrew Schools.

James M. McLaughlin. Brimmer, Comins, Dearborn, Dillaway, Dudley, George Putnam, Hugh O'Brien, Lewis, Lowell, Martin, Agassiz, Bennett, Bowditch, Charles Sumner, Robert G. Shaw Schools.

Leonard B. Marshall. Prince, Dwight, Everett, Franklin, Hyde, Sherwin, Washington Allston, Christopher Gibson, Edward Everett, Gilbert Stuart, Henry L. Pierce, Mather, Mary Hemenway, Minot, Quincy, Roger Clap, Tileston Schools.

*Assistant Instructors of Music.*

Sarah C. Carney, Rose A. Carrigan, Susan H. Hall, Laura F. Taylor.

## INSTRUCTOR OF MILITARY DRILL.

Erasmus M. Weaver, Jr. Charles H. Reardon, *Armorer.*

## INSTRUCTORS OF SEWING.

Catharine L. Bigelow. Bowdoin and Prince Schools.

Mrs. Eldora M. S. Bowen. Lowell School.

Mrs. Sarah J. Bray. Harvard and Frothingham Schools.

Mrs. Harriet E. Browne. Henry L. Pierce School.

Helen L. Burton. Christopher Gibson School.

Mrs. Catharine J. Cadogan. Norcross School.

Kate A. Clare. Hancock School.

Mrs. Susan M. Cousens. Chapman School.

<sup>1</sup> Died Oct. 18, 1898.

Isabella Cumming. Winthrop School.  
 Mary S. Dickinson. Edward Everett and Roger Clap Schools.  
 Mrs. Kate A. Doherty. Hancock School.  
 Clara L. Dorr. Wells School.  
 M. Lillian Dunbar. Shurtleff School.  
 Martha F. French. Horace Mann and Mary Hemenway Schools.  
 Helen E. Hapgood. Bowditch School.  
 Mrs. Olive C. Hapgood. Bowditch School.  
 Katharine M. Howell. Bowdoin and Gilbert Stuart Schools.  
 Mrs. Mary E. Jacobs. Dearborn and Hugh O'Brien Schools.  
 Margaret A. Kelley. Hyde School.  
 Elizabeth S. Kenna. John A. Andrew School.  
 Annie F. Marlowe. Emerson School.  
 Margaret T. McCormick. Lewis School.  
 Mrs. Margaret McDonald. Comins and Winthrop Schools.  
 Mary J. McEntyre. Norcross School.  
 Annie S. Meserve. Everett School.  
 Mary E. Patterson. Gaston School.  
 Esther C. Povah. Adams and Tileston Schools.  
 Mrs. Elizabeth A. Power. Bennett and Chapman Schools.  
 Ellen E. Power. Lyman School.  
 Mrs. Julia A. Skilton. Bunker Hill and Warren Schools.  
 Mary L. Spencer. George Putnam and Robert G. Shaw Schools.  
 Mrs. Sarah A. Stall. Washington Allston School.  
 Ella L. Thomas. Marcella-street Home.  
 Lizzie A. Thomas. Franklin School.  
 Mrs. Emma A. Waterhouse. Dillaway School.  
 Emma G. Welch. Mathier School.  
 Ella Whiting. Prescott and Warren Schools.  
 Ellen M. Wills. Charles Sumner and Longfellow Schools.  
 Esther L. Young. Martin School.

## SPECIAL SCHOOLS.

---

### Horace Mann School for the Deaf.

*Newbury Street.*

*Principal.* — Sarah Fuller. *Asst. Principal.* — Ella C. Jordan. *Assts.* — Kate D. Williams, Mary F. Bigelow, Sarah A. Jordan, Elsa L. Hobart, Ida H. Adams, Sally B. Tripp, Kate F. Hobart, Mabel E. Adams, Josephine L. Goddard, Martha C. Kincaide, Stella E. Weaver. *Instructor of Sewing.* — Martha F. French. *Janitor.* — James Hamilton. *Asst. Janitors.* — Flora H. Frizzell, Josephine M. Tirrell.

### Manual Training Schools.

There are twenty-six Manual Training Schools, located as follows:

**EAST BOSTON.** — Cudworth School, Gove street; Chapman School, Eutaw street.

**CHARLESTOWN.** — Medford-street School; Prescott School, Elm street.

**BOSTON.** — Pierpont School, Hudson street; Primary School, Appleton street; Dwight School, W. Springfield street; Prince School, Newbury street.

**SOUTH BOSTON.** — E street (three rooms); Thomas N. Hart School, H street.

**ROXBURY.** — Old High School Building, Kenilworth street (two rooms); Primary School, Phillips street.

**DORCHESTER.** — Lyceum Hall, Meeting-house Hill; Henry L. Pierce School, Washington street; Tileston School, Norfolk street, Mattapan; Christopher Gibson School, Bowdoin avenue; Gilbert Stuart School, Richmond street.

**JAMAICA PLAIN.** — Eliot School, Trustee Building, Eliot street; Agassiz School, Brewer street.

**WEST ROXBURY.** — Robert G. Shaw School, Hastings street; Longfellow School, South street.

**ALLSTON.** — Washington Allston School, Cambridge street.

**BRIGHTON.** — Bennett School, Chestnut-hill avenue.

*Principal of Manual Training Schools.* — Frank M. Leavitt. *Asst. Instructors.* — Frederick B. Abbott, Augusta C. Beckwith, John C. Brodhead, Sybel G. Brown, Frank Carter, Sigrid Cederroth, Florence P. Donelson, Edward C. Emerson, Grace J. Freeman, Sölvi Grevé, Celia B. Hallstrom, George F. Hatch, Alice L. Lanman, Mary J. Marlow, Alexander Miller, Edla M. Petersson, Mary E. Pierce, Anna M. Pond, Edith A. Pope, Isabel Shove, Ella G. Smith, Susie M. Thacher, J. Herman Trybom, Helen I. Whittemore.

### Schools of Cookery.

The School Kitchens are twenty in number, and are located as follows:

**EAST BOSTON.** — Lyman School, Paris street.

**CHARLESTOWN.** — Harvard School, Devens street.

**BOSTON.** — Bowdoin School, Myrtle street; Hancock School, Parmenter street; Winthrop School, Tremont street; Prince School, Newbury street; Hyde School, Hammond street.

**SOUTH BOSTON.** — Drake School, Third street.

**ROXBURY.** — Comins School, Tremont street; Old High School Building, Kenilworth street (two rooms).

**DORCHESTER.** — Christopher Gibson School, Bowdoin avenue; Gilbert Stuart School, Richmond street; Henry L. Pierce School, Washington street; Dorchester avenue, corner Harbor View street.

JAMAICA PLAIN. — Bowditch School, Green street.

WEST ROXBURY. — Robert G. Shaw School, Hastings street; Charles Sumner School, Roslindale.

ALLSTON. — Washington Allston School, Cambridge street.

BRIGHTON. — Bennett School, Chestnut-hill avenue.

*Principal of Schools of Cookery.* — Amabel G. E. Hope.<sup>1</sup> *Instructors.* — Grace D. Bachelder, Julia T. Crowley, Ellen L. Duff, Agnes A. Fraser, Margaret W. Howard, Julia A. Hughes, Althea W. Lindenburb, Alice L. Manning, Mary C. Mitchell, Josephine Morris, Ellen B. Murphy, Julia M. Murphy, Mary A. Tilton, Emeline E. Torrey, N. Florence Treat, Angeline M. Weaver.

### SCHOOL ON SPECTACLE ISLAND.

*Instructor.* — Martha B. Stephens.

### Evening Schools.

EVENING HIGH SCHOOL, Montgomery street. *Charlestown Branch.* — Charlestown High School, Monument square. *East Boston Branch.* — East Boston High School, Meridian street. *South Boston Branch.* — Bigelow School, E street. *Principal.* — Benjamin Tenney.

BIGELOW SCHOOL, E street, South Boston. *Principal.* — John D. Philbrick.

COMINS SCHOOL, Tremont street, Roxbury. *Principal.* — John E. Butler.

DEARBORN SCHOOL, Dearborn place, Roxbury. *Principal.* — John S. Richardson.

ELIOT SCHOOL, North Bennet street. *Principal.* — Walter Mooers.

FRANKLIN SCHOOL, Ringgold street. *Principal.* — Augustine L. Rafter.

LINCOLN SCHOOL, Broadway, South Boston. *Principal.* — Gustavus F. Guild.

LYMAN SCHOOL, corner Paris and Decatur streets, East Boston. *Principal.* — Henry H. Folsom.

MATHER SCHOOL (Lyceum Hall), Meeting-house Hill. *Principal.* — Orris L. Beverage.

QUINCY SCHOOL, Tyler street. *Principal.* — Alanson H. Mayers.

WARREN SCHOOL, corner Pearl and Summer streets, Charlestown. *Principal.* — James H. Leary.

WASHINGTON ALLSTON SCHOOL, Cambridge street, Allston. *Principal.* — John A. Brett.

WELLS SCHOOL, Blossom street. *Principal.* — Charles E. Harris.

<sup>1</sup> Office hour, at School Committee Building, Wednesday, 12.30 P.M.

**Evening Drawing Schools.**

*Master of Evening Drawing Schools.* — Henry Hitchings.

CHARLESTOWN CITY HALL. *Principal.* — Albert L. Ware.

EAST BOSTON, Stephenson's Block, Central square. *Principal.* — Anson K. Cross.

147 COLUMBUS AVENUE. *Master.* — George Jepson.

ROXBURY MUNICIPAL COURT BUILDING, Roxbury street. *Principal.* — Charles L. Adams.

WARREN AVENUE, LATIN SCHOOL. *Master.* — George H. Bartlett.

## TRUANT-OFFICERS.

The following is the list of the Truant-Officers, with their respective districts:

OFFICERS.	SCHOOL DISTRICTS.
George Murphy, <i>Chief.</i>	
George W. Bean . . . . .	Edward Everett, Mather, and Roger Clap Districts.
Henry M. Blackwell . . . . .	Dillaway, Dudley, and Lowell Districts.
James Bragdon. . . . .	Gaston, Lincoln, and Thomas N. Hart Districts.
Frank Hasey. . . . .	Dearborn, George Putnam, and Lewis Districts.
John T. Hathaway. . . . .	Bunker Hill and Warren Districts.
<sup>1</sup> A. M. Leavitt. . . . .	Dwight, Everett, Franklin, and Rice Districts.
James P. Leeds . . . . .	Chapman and Emerson Districts.
David F. Long . . . . .	Bowdoin, Phillips, Prince, and Wells Districts.
John McCrillis . . . . .	Eliot and Hancock Districts.
Amos Schaffer . . . . .	Bigelow, Lawrence, and Norcross Districts.
William B. Shea . . . . .	Christopher Gibson, Gilbert Stuart, Henry L. Pierce, Mary Hemenway, Minot, and Tilton Districts.
Warren J. Stokes . . . . .	Agassiz, Bowditch, Charles Sumner, Longfellow, and Robert G. Shaw Districts.
Daniel J. Sweeney. . . . .	Comins, Hyde, Martin, and Sherwin Districts.
Charles E. Turner . . . . .	Adams and Lyman Districts.
Richard W. Walsh. . . . .	Brimmer, Quincy, and Winthrop Districts.
John H. Westfall. . . . .	Bennett and Washington Allston Districts.
Charles B. Wood. . . . .	Hugh O'Brien, John A. Andrew, and Shurtleff Districts.
Charles S. Woofindale . . . . .	Frothingham, Harvard, and Prescott Districts.

<sup>1</sup> Died Oct. 7, 1898.

*Truant-Office, 14 Common Street.*

Office hour from 1 to 2 P.M.

DESCRIPTION AND DEDICATION

OF THE

MARY HEMENWAY GRAMMAR SCHOOL-  
HOUSE.

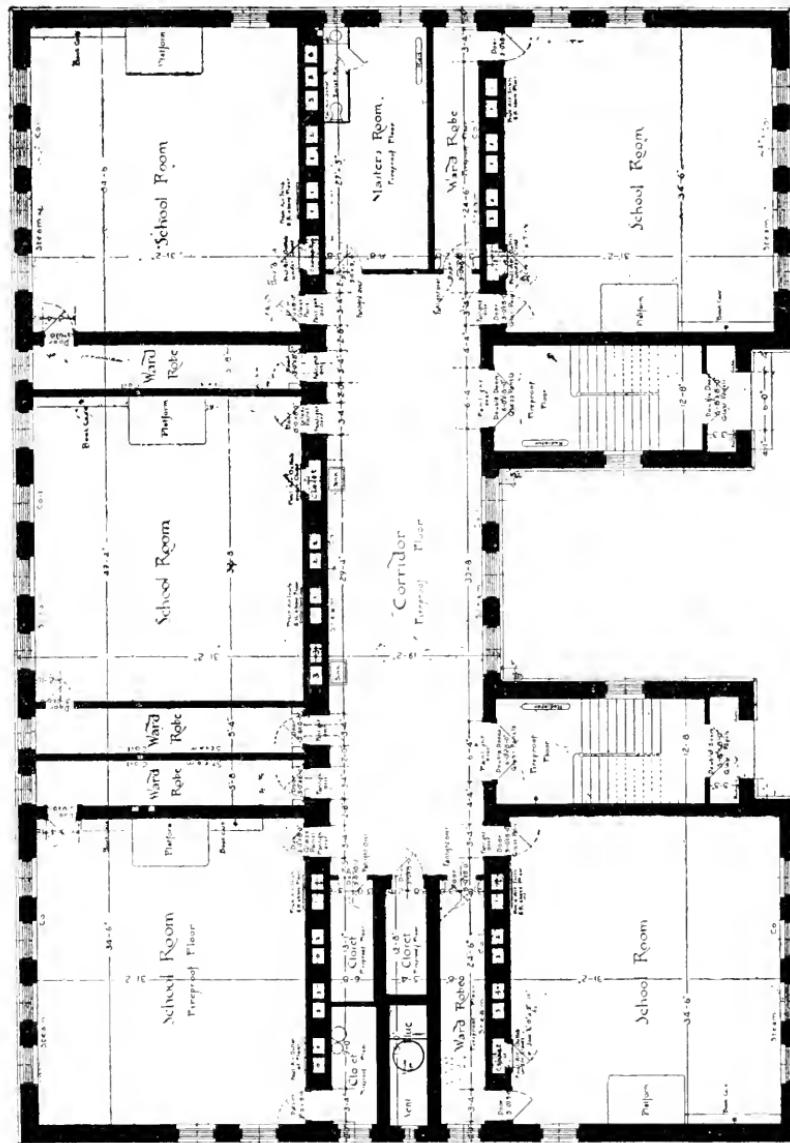
1898.



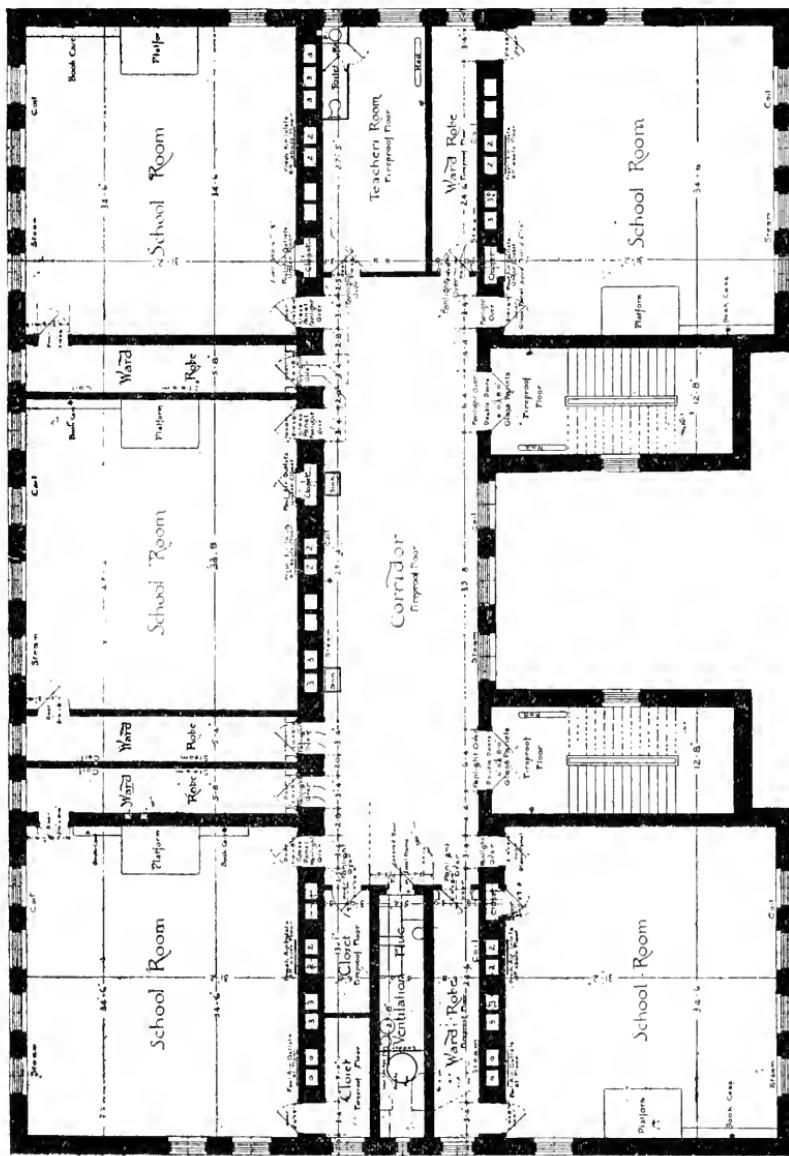


MARY HEMENVAY SCHOOL-HOUSE.

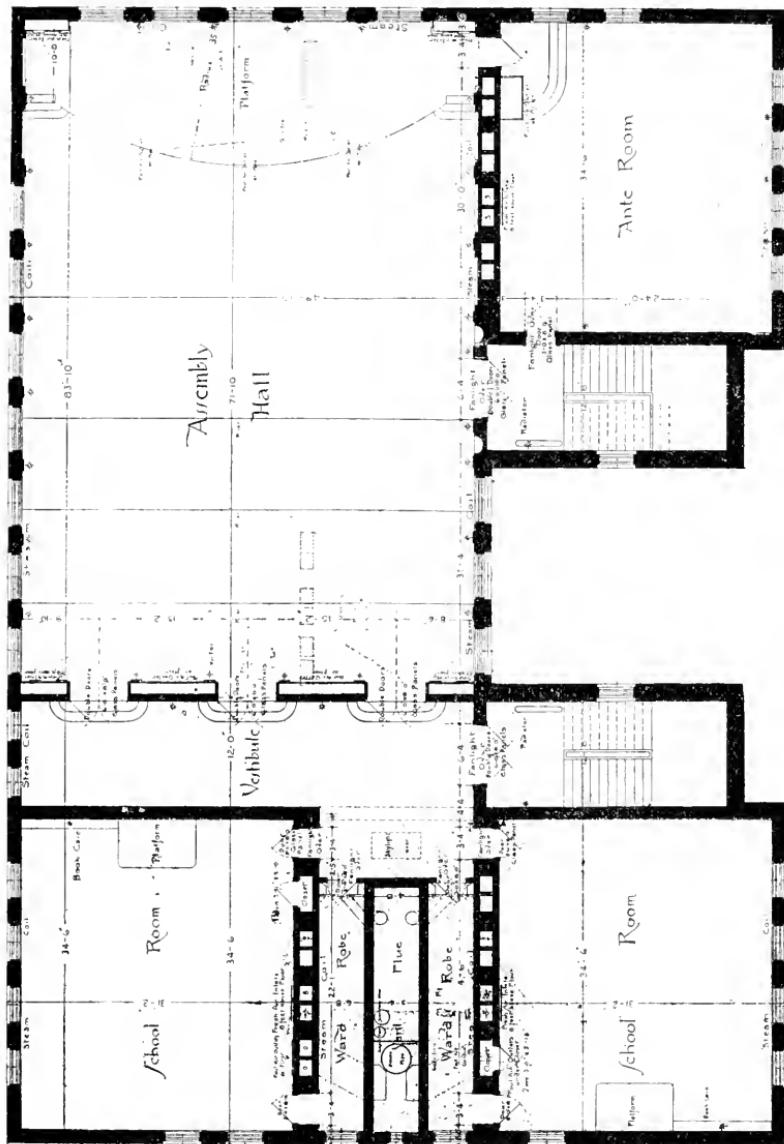




MARY HEMENWAY SCHOOL-HOUSE.  
Plan of First Floor.



MARY HEMENWAY SCHOOL-HOUSE.  
Plan of Second Floor.



MARY HEMENWAY SCHOOL-HOUSE.

Plan of Third Floor.



## MARY HEMENWAY SCHOOL.

### DESCRIPTION.

The Mary Hemenway School-house is situated at the corner of Adams and King streets, Dorchester. It is built of ordinary red brick, with the corners and lower story relieved in part by a superior quality of faced brick, with marble trimmings, and is covered by a roof constructed wholly of iron and slate. There are two entrances in front, one for boys and one for girls, leading to each floor by stairways which may be entirely shut off from the corridors and class-rooms. There is another entrance at the boys' end of the basement on a level with its floor.

The building has three stories above the basement, and contains ten class-rooms, an assembly hall, library, teachers' room, master's office, physical laboratory, school kitchen, wood-working room, dressing-rooms, lavatories, and store-rooms. The basement contains the wood-working room, lavatories, two play-rooms, and the engine-room. The engine-room is furnished with two fifty-two-inch horizontal boilers for both direct and indirect heating, and an upright boiler and engine from which power is derived to drive the heating and ventilating fans. The basement is lined to the height of seven feet with white glazed bricks. The floors of the lavatories are of white marble tiles, and an ample number of wash-basins set in marble are provided. The plumbing is open and of the most modern construction. The woodwork is of oak, except the floors of the basement corridors, which are of hard pine. The stairways are of iron, the treads of slate, the landings of cement, thus making the

means of egress from the building practically fire-proof. On the first floor are five class-rooms and a teachers' room. The second floor has four class-rooms, master's office, and library. The third floor contains one class-room, a cooking-room, physical laboratory, and assembly hall. The laboratory is fitted with gas, water, and apparatus for each individual pupil, in accordance with modern methods of instruction. The hall is entered from the rear by a broad, well-lighted corridor through three double doors and has also an entrance on the side. It has a seating capacity of about six hundred and fifty. It is admirably lighted by windows on three sides. Whitewood is employed in the finish of this room and is painted white, while the plaster walls are painted a light cream tint. The ceiling is deeply panelled, the panels being enriched by an echinus moulding tipped out with gilt. Statues, busts, and reliefs, generously given by the numerous friends of the school, fill the niches and wall panels, thus carrying out the chaste and elegant appearance of the whole. Altogether it is without doubt the finest grammar-school hall in the city.

There is the usual modern equipment of speaking-tubes, electric bells, and large electro-mechanical signal-gongs. The heating is both direct and indirect. The direct heat is furnished to the rooms by pipes on two sides of the class-rooms, and by radiators in the corridors and hall; the indirect by a large fan that forces the pure air, after being heated, into the room near the top, while the foul air is exhausted by an auxiliary fan from the bottom of the room, and expelled through the ventilating-shaft. The heat is regulated by valves operated by compressed air automatically controlled by thermostats in each room. The name of the school and date of dedication are inscribed on massive granite tablets inserted in the walls above the front entrances. The yard, though not large, is well concreted and surrounded by an iron fence. In the centre

of the yard is a flagstaff of a single stick, one hundred and twenty-four feet above ground, being the tallest single-stick flagstaff in the State.

The building was constructed by W. S. Sampson & Son under the supervision of Theodore M. Clark, Architect. The heating and ventilating system was furnished by A. A. Sanborn, and the plumbing contract was executed by Craig & Conley.

#### DEDICATION.

The dedication of the Mary Hemenway School-house took place on Tuesday, February 22, 1898, at 2 o'clock P.M., under the charge of the Committee on the Ninth Division of the Boston School Committee, consisting of Mrs. Emily A. Fifield, Chairman; Messrs. I. Austin Bassett, Archibald T. Davison, M.D., Rev. Charles Fleischer, and Thomas F. Strange.

The exercises opened with an invocation by Rev. Benjamin A. Goodridge, of Christ Church, followed by a selection, "The Dawn of Day," very beautifully rendered by the pupils of the school. Mrs. Fifield then delivered the following address of welcome:

#### ADDRESS OF MRS. EMILY A. FIFIELD.

**FRIENDS AND NEIGHBORS, PARENTS AND CHILDREN:** Once more we are gathered to dedicate a new school-house. Like all the others, this has been impatiently waited for and imperatively needed; and yet the city has been so mindful of our needs, and so generous, that no less than seven school-houses have been built in Dorchester during the last seven years, and this is the fifth time it has been my pleasant duty to welcome you to a large, new grammar school.

We regret to-day that this building is not quite finished. Some changes are still to be made, and some things completed, and the grounds are yet to be laid out, but a couple of weeks will see all the grammar classes transferred from the Harris School at the foot of the hill, and able to expand in light, well-ventilated rooms, with all the appointments of a modern grammar school.

This has always been a district where the people believed in the public school. With one small exception I have never known any private

school within its limits. The Harris School has been the school of the people. How much they have loved and appreciated it is evidenced by the audience here, and by the generous remembrance of its former pupils. Look about you and see the busts — of George Washington from the class of 1872, Charles Sumner from the class of 1896, and Shakespeare from the class of 1897. The superb statue of St. George was the gift of the present teachers. Over the doors in the rear you will see the Singing Boys by Luca Della Robbia, placed there in memory of one of the most brilliant and best loved of all the graduates from this district (Miss A. J. Callender). Between these casts is The Dancing Boys, presented by nine graduates of the same name (McMorrow). In the corridor are placed sixteen smaller casts to be called the King collection in honor of former pupils of that name (given by Miss S. F. King). The large photograph of the Forum is the gift of the class of 1878. The Head of Hermes was given by Miss M. E. Noyes, a former teacher, and the Rosetti by Mrs. Wilbar, a present teacher. The Declaration of Independence was presented by Mr. W. B. Everett, Jr., a graduate of the school, and the Capitol at Washington was given by a mother (Mrs. Fifield) whose children were also members of this district. While enumerating these remembrances it is the time to speak of the beautiful piano, which is largely the gift of Mr. Augustus Hemenway, whose interest in us is great. And last and best is the photograph standing on the piano, for, after all, the crowning glory of our new school-house is the name it bears, — "Mary Hemenway."

Phillips Brooks said that "the best and greatest thing we can do is to associate an institution with a character," and with one of the best and truest characters we have associated this school; how good and how true others here will soon tell you. If there is any name that will influence and inspire the children entering this school it is the name which will be placed over its doors.

So now you have a new school-house, a modern school, pervaded by the modern spirit and filled with modern improvements. It has a well-tried master and an efficient corps of loyal teachers. It remains with you to maintain it as a good school and keep it up to an ever-rising standard worthy of its name.

The next number on the programme was a song, "Dedication Day," sung by the pupils of the school.

The Chairman next introduced the President of the School Committee, Mr. Henry D. Huggan, who said :

## ADDRESS OF MR. HENRY D. HUGGAN.

MADAM CHAIRMAN, LADIES, AND GENTLEMEN: It is customary at the dedication of a school-house in the city of Boston for the President of the School Board to take a formal part in the exercises of the occasion. Before performing the pleasant duty assigned me I desire to congratulate the parents and friends here assembled upon the completion and occupancy of this temple of education. I congratulate you also upon the splendid opportunity thus afforded your children to gain an education which will enable them to live lives of usefulness, not only to themselves, but to the whole community. We are always pleased to give to our boys and girls such advantages as will help them along in the world and tend to make them noble men and women and the highest and best type of American citizens. With this end in view the School Board of Boston is endeavoring to provide for all the children in this city — for all the pupils in our schools — the best possible facilities for their training and education, so that they may grow to manhood and womanhood well-fitted and prepared for the activities and duties of good citizenship.

The School Committee is sometimes criticised for not providing, on demand, the school accommodations asked for in certain sections of the city; for not making the necessary improvements, alterations, and repairs in and about some of our school-houses. But, my friends, when we realize the large sums of money which are required to carry on the great improvements of this city, when we consider the amount required for the maintenance of our schools alone, and the limited funds which are at the disposal of the School Committee for school purposes, you will readily understand how difficult it is to give all the sections of the city the full measure of consideration to which they may feel they are justly entitled. This condition of things is not confined solely to the city of Boston, for in many of the large cities of this country there are numbers of children on the streets for want of school accommodations. I do not know of a single child, from one end of this city to the other, of school age, who is deprived of his education for want of a school-house to shelter him. For this, then, my friends, we have reason to congratulate ourselves and be profoundly thankful; and we may well express our appreciation of the fact that no child thus far, in the city of Boston, has been deprived of that to which he is entitled under the law, a free common-school education. While we have accomplished much in the past in the way of building magnificent school-houses and furnishing them comfortably for our children, there is yet a great deal to be done; and we must keep right on urging and demanding such legislation at the hands of the city and State governments as will enable the School Committee to

provide still greater and better school accommodations wherever they are needed throughout the city of Boston.

The city and the Commonwealth have been generous in their provision for the care and education of all the children, and they no doubt will continue to promote the good work by making it possible for the School Committee to provide ample school accommodations and maintain the high standard of our schools.

The great and rich city of Boston,—the educational centre of the whole country,—with a population of half a million people, cannot afford to be indifferent to her educational interests; cannot afford to rest content and be satisfied until every district has been provided with ample school accommodations and with every facility for giving the best possible training to our young people, so that they may become responsible, enlightened, and capable citizens.

Boys and girls, I congratulate you upon your pleasant surroundings; and believe me that now is the time to make the most of yourselves. Strive to benefit by the instruction given you by your teachers. Show by strict attention to your studies, by good conduct, and by moral and intellectual improvement, that you are worthy of what the city of Boston has done for you.

Remember also this glad day — these exercises this afternoon. Associate with this occasion the life and character of the great Washington, whose memory is commemorated throughout this State to-day, and of whom Webster said “ America has furnished the character of Washington. If our American institutions had done nothing else, that alone would have entitled them to the respect of mankind.” My friends, I will not detain you longer, but will turn to the performance of the duty for which I have been called here to-day; namely, the delivery of the keys of this building to the master of the school.

Mr. Whittemore, it gives me great pleasure to hand these keys to one who has done his work so well as master of this grammar-school district. The School Committee of Boston respect and honor you. The parents and pupils of this district have implicit confidence in you as a man and as a teacher, and bespeak for you continued success in your efforts to advance the educational interests of your school and the whole city of Boston. You will deliver them to your successor in office or to the representative of the School Committee.

#### RESPONSE OF MR. NOSEA WHITTEMORE.

MR. PRESIDENT, HONORED CHAIRMAN, AND FRIENDS: In receiving these keys I am not unmindful of the significance and also the responsibility attending such action, and had you, sir, asked the question: “ Do

you feel fully equipped for this important trust; wholly prepared to make this school worthy of her whose name it bears—a name synonymous of many virtues which culminated in a life-work that won the respect, love, and reverence, not only of this municipality, or of this Commonwealth, but far beyond such limits?"—I should have replied, "No!" But since it has been your pleasure to honor me with these symbols of authority, kindly omitting all embarrassing questions, it would hardly be respectful, certainly not politic, for me to suggest reasons why your action is unwise. On the contrary, it will be my hope to so faithfully discharge the duties hereby imposed that your confidence may not seem to have been misplaced. While conscious of lacking qualities essential to the ideal principal there comes the consoling reflection that the head of this school will not be independent of, or unsupported by, the aid of others. Let us consider some of the helps essential to the establishing and maintaining of good schools. And first, while recognizing how indispensably necessary to the success of our schools is the cordial support of able school officials, I would name as a most important factor an able, loyal, devoted corps of teachers, always desirous of smoothing the roughness of their occupation, and ever willing to be mutually helpful. Again, the success of a school depends largely on the pupils' desire and determination to help make it a good one. The measure of their sincerity will be manifested by their devotion to all particulars essential to every good school, but which need not here be enumerated.

A question that has furnished means for frequent discussion is the relative amount of responsibility of the teacher and the pupils of a school for its success or failure. As bearing on that question I would say that some years ago a member of the School Committee in the town of Lancaster, Mass., made a brief but excellent speech at the close of a school term. He was a very intelligent Scotchman, highly respected for his wisdom and goodness. I can easily recall his words uttered thirty-five years ago, though with the dialect I cannot succeed so well. He said, addressing the school, "Last summer ye said ye had a puir schule, and ye said the fault was the tacher's; now ye say ye've had a gude schule, and whether the credit belongs to yesels or the tacher is a question which ye may settle among yesels." I will be guided by Mr. Cunningham's method, and allow you to settle the question in the same way.

Thirdly: it would be unjust to omit acknowledging the aid rendered the teachers, in the years that have gone, by you, the parents of our pupils. We may not always have been in perfect accord when troublesome questions have arisen—to expect that is unreasonable; but I have noticed with pleasure that, with a school rapidly growing of late, your coöperation with the teachers seems also to have kept even pace, and

may I not bespeak from you a continuance of the same? Without it our success cannot be lasting. May I mention one or two things which may need attention from some of you? Mrs. Alice Freeman Palmer stated quite recently that in order to make it possible for pupils to accomplish all now required of them it is absolutely necessary for them to eat more judiciously and to sleep more regularly. Although this may not accord with the opinion of the average youth, any parent desiring his child's welfare would hardly question the statement that a great gain, morally, intellectually, and physically, would follow a rigid observance of these suggestions.

Fourthly: the valuable assistance rendered our school by the local School Committee, and especially its Chairman, should receive proper acknowledgment, and while plainly indicating their fitness for such service it further suggests an important, though often neglected, duty on the part of the voter. Your suffrages determine the quality of our School Boards, and hence indirectly affect the welfare of the schools. Your responsibility is not imaginary.

Fifthly: how important to the great success of our noble cause are good school buildings! And now it may not be untimely to speak of our new school-houses somewhat recently erected, good commodious edifices, clearly indicating on the part of our School Board a desire to keep abreast of the times in educating the masses. May I not pause here to remind our pupils that they are to be congratulated on residing in a part of the city so favored? In speaking of this building a person remarked that it is "too good." Too good for the noble purpose of popular education! Were all the best features of the several new buildings incorporated in one structure, even then it would not be too good for our youth. The city cannot afford to do less, but even more, than she is doing. Boston makes a good investment when, with judicious management, she erects a fine school-house. I do not advocate extravagance, but buildings with rooms commodious, well lighted, properly heated and ventilated, decorated with artistic taste, and supplied with modern equipments, are not extravagances, but necessities demanded by the times.

But a fine building and an elevated location will not alone insure a good school. In a beautiful New England city is a fine stone residence, charmingly located on its highest hill, but no one envies the residents of that building. In fact they are not happy in their well-constructed, substantial, elevated home, for it is the city jail. The view from the windows is not unlike what may be obtained from these windows, but the occupants are not allowed to enjoy it to the extent I trust may be the case here. To the restless, idle, mischievous child the school-house is indeed a prison, with teachers full of all unreasonableness and class-

rooms bristling with barbed-wire rules. To the quiet, studious, well-disposed the school is a busy but pleasant place, where may be enjoyed all the liberty needful, namely: "liberty under law." And it is to prevent the young from growing up in ignorance and wickedness, and becoming in time involuntary residents of stone houses, that the city and the State erect fine school-houses. Are they too good? Never!

In 1869 was erected in the city of Washington a school building costing something over \$187,000. It was called the Franklin School, and one has said that "it richly repaid its cost in lifting the public-school system to its proper place in the estimation of the public." So popular was it that applications for admission were far in excess of its accommodations. Its elevated location, majestic proportions, and architectural excellencies caused it to become one of the sights of the capitol city. The late Gen. Francis A. Walker said that whenever he passed "that noble American school-house he turned to look, and felt like lifting his hat in token of respect." He did not think it "too good."

Leaving the subject of school buildings, let us return to that troublesome pupil. What shall be done if he persists in his wrong-doing? Time will not warrant my describing all the planks in my pedagogical platform, but one of them is this, that one of the worst habits a pupil can acquire in a public school is disobedience, and to prevent this it is the teacher's duty to employ all legitimate means. If corporal punishment can accomplish this, other means having failed, and no alternative is furnished, then its use is justified; but the pupil should be taught that the punishment is far less disgraceful than is his offence. Dr. Mayo, in speaking of the early common schools of New England, says, "Despite the severity of the discipline there is a solid merit in the old style of keeping order by compelling a bad boy, or a mischievous girl, to fall into line and obey the rules and regulations, that cannot be dispensed with in the training for republican citizenship." My creed is this, that for youthful offenders, as well as for older, the fear of retribution is often the only restraining influence. Whether corporal punishment is best administered at home or at school is another question, but to dispense with it wholly in school and at home I do not think the time has come. While there may be reason for not acting speedily in all cases it is nevertheless true that the certainty of a reasonable retribution following the infraction of laws — school laws and others — has a tendency to deter offenders. It is the uncertainty of punishment that is causing such lawlessness on the part of minors and those more experienced in wrong-doing. Of course the ideal teacher is one who can secure obedience by milder means, but ideal teachers and ideal pupils are not drugs in the pedagogical market. Undoubtedly the more pupils are interested in their school-work the less troublesome they will be;

and the introduction of kindergarten methods has been a step in the right direction, the child being happy while performing his task. But cultivating the play tendencies may, if not carefully guarded, become a source of trouble, and the sooner the child learns that there are limits to his pleasures, to be determined by the authority of parent or teacher, the better. This is not antagonistic to Froebel's plan of educating the young child. Children need not necessarily be noisy in order to be happy in the school room. "I like to hear the hum of industry," says one, and yet there is a point where the hum ceases to be one of industry and becomes one of naughtiness. Humming is somewhat dangerous and will grow proportionally to the square of the teacher's endurance. The word "duty" is meaningless to the average young child, but sooner or later he must learn that life is not simply a picnic. Its meaning is work, development, growth, and usefulness, and yet all along its rough highway are numberless sunny nooks, vocal with the music of refreshing rivulets, fragrant with the perfume of floral loveliness. In the abundance of the intellectual and moral blessings one recalls the words of the psalmist as he contemplated the wonders of the physical world: "How manifold are Thy works; in wisdom hast Thou made them all; the earth is full of Thy riches!"

This seems to be an appropriate introduction to our next topic, "Nature Study." For a year in the Harris School there has been more systematic instruction in elementary science. You may ask, "can the pupils do all this work in addition to the old?" Oh, no! it is in the main simply a question of substitution. "Ring out the old, Ring in the new," but the word "correlation" is the shibboleth by which we guide our pedagogical canoe, making it possible to navigate these waters, dangerous with hidden rocks and tidal bores, and yet keep right-side up. No one will deny the importance of cultivating in children the habit of correctly observing the truths as revealed in the vast realm of Nature. The perceptive faculties are strengthened thereby, while the child's mind is made the receptacle of useful knowledge. He develops and grows, and the value of such training for future usefulness is not easily measured. Here also are dangers to be avoided; for the number of eyes a fly has, or the number of legs a caterpillar has, may be important facts to the professional naturalist, but of little value to others. Quantity of knowledge can never be substituted for quality of knowledge, or for the ability to use it; hence a world of facts in Nature's laboratory can very properly be omitted, though quite valuable to the scientist. Another has well expressed this view of the case: "Not stuffing, but mental quickening; less of the intellectual museum, and more of the intellectual gymnasium," is the end to be sought. One argument in favor of Nature Study is the eagerness displayed by the children in pursuing it, and

some amusing things happen. Not long ago a student of Nature in the lowest primary class in our school found an old dried twig devoid of every trace of leaves, with shrivelled mummy-like nubs where once were buds. This the little fellow had captured as an elegant specimen of the vegetable kingdom and sure to interest his teacher. "Why did you bring this to me?" she asked. "'Cause you like everything we bring." "But why did you like this specimen?" "'Cause it has leaves." "Where are they, my dear?" "Why, in the buds!" Surely this specimen gives promise of eminence as a scientist, whatever may be said of the prospects of the poor little dried twig. Another argument in favor of Nature Study is its help in character building — surely the most important work of the teacher. Here again is need of caution. In the study of zoölogy the student gets by the aid of mounted specimens valuable information, and yet he needs a familiarity with living specimens to complete his knowledge, for while he may painlessly dissect the lifeless insect he needs to be cautioned not to do so with the helpless living creature. The word "vivisection" should not be in the child's vocabulary, much less should he know of the brutal practice, else his character, so far as being humane is concerned, will be a miserable failure. Let me call your attention to one incident affording an occasion for a lesson in character building. A class was permitted to leave one of our school buildings for the purpose of using the school time in drawing from Nature, so I am informed. They were delighted to find a goodly supply of acorns on the ground and under a tree which overhung the road. They were more delighted to see passing them a tin-pedler's cart with a large supply of tins. Of course, the lively pelting of those cans with acorns, thrown by those artistic students, demonstrated a perfect knowledge on their part of the difference in the nature of these two specimens, belonging respectively to the mineral and vegetable kingdoms; also, it indicated their disapproval of the pedler's right to impede unmolested the progress of these promising artists. What a golden opportunity was here for a lesson in manners for the upbuilding of character! I do not know, but very likely such a lesson was given.

And now for a few suggestions of a general nature. During the last twenty-five years, in matters educational, many important changes have come, — in curricula, in methods of teaching and governing, in the inter-relations of schools of different grades, — and so the expression "the new education" is often used with the implication that the system, being modern, is a vast improvement on what has preceded. Time will not suffice for a discussion of this question, but it may be stated here that change is not always a synonym for progress; it frequently means the opposite. Vertical writing, like colonial houses, gave way to things

more modern; now both are having their innings. To which class do they belong, the old or the new? In the rush of new theories teachers are sometimes troubled, for the conflict between the new and the old is not mere play. At times one may fancy he has found a soft pedagogical pillow on which he may rest his weary head, but upon testing the same he is surprised to find it is a pillow-sham, too thin for anything but show. In the many changes exemplified by the "new education," in the appointment of the several committees of educators, each numbering from ten to one hundred members, appointed to suggest improvements in elementary, secondary, and collegiate education, in the erection of better school-houses with more generous equipments, is clearly shown an increasing interest in popular education. Valuable as have been the services of the above-mentioned committees, there yet remains to be mentioned one committee more important and clothed with greater power and freedom. I refer to the committee of one, of which committee every teacher, every pupil, is a life member; and the work of every teacher and every pupil will be more or less satisfactory according to the earnestness of his desire to live for a purpose, and that a worthy one. It is the duty of this committee to emphasize the importance of guarding with jealous care the mental and physical powers, so inter-dependent, by establishing life-long correct habits, and thus avoiding mental and physical poisons—in fact, by absorbing so much of the good as to leave little room for the bad, and by being so constantly employed in self-improvement as to leave no time for frivolity or dissipation. What a profitable field is there for the use of one's time in self-culture! President Andrews is author of the statement that "one of the first objects of all true culture is to develop the appreciation of the beautiful in art, in literature, and in Nature." And in speaking of the beautiful, Goethe said: "The beautiful is greater than the good, for it includes the good and adds something to it. It is the good made perfect and fitted with all the collateral perfections which make it a perfect thing." Who will dare affirm that there is not plenty of psychological elbow-room for the committee of one? Yet success in these alluring fields—art, literature, and Nature, rich with harvests of knowledge "better than the merchandise of silver and more precious than rubies"—will be proportional to earnestness of effort, "for there is no short cut by which may be avoided the process of growth and development."

In closing, it is my conviction that when the memory of these exercises shall have faded, the recollection of the generous philanthropy and patriotic loyalty of her in whose name we dedicate these halls will linger in grateful remembrance. And ever as the youthful eye shall behold with patriotic pride, towering far above the loftiest turret of this temple, the "Red, White, and Blue," the ensign of Washington, of

Lincoln, and Grant, every stripe and every star an eloquent lesson in American history, in thought if not in word will come the refrain,

“Flag of the free heart’s hope and home,  
By angel hands to valor given,  
Thy stars have lit the welkin dome  
And all thy hues were born in heaven.

Forever float that standard sheet,  
Where breathes the foe but falls before us,  
With freedom’s soil beneath our feet  
And freedom’s banner streaming o’er us.”

After the singing of a selection by the pupils of the school the Chairman, in introducing Mr. Bassett, said: “I cannot this term introduce him as the youngest member of the School Board, but he bids fair to become its historian.

#### ADDRESS OF MR. I. AUSTIN BASSETT.

“Why this gathered throng of teachers upon a mid-week afternoon? Why are thirteen hundred school-rooms silent and deserted? Why has the hum of the educational machinery of the city ceased? This is a memorial service! Yes! But in whose honor are we assembled in this place sacred with hallowed memories? Is it some military chieftain whose name, “untarnished on the roll of fame, has added lustre to a new historic page”? Is it some dead statesman whose words swayed senates, or whose will controlled the nation’s destiny? No! We, the teachers of the public schools of Boston, have assembled to pay our humble tribute to a private citizen, a woman, a noble woman. Her name is ‘Mary.’

‘This sweetest name that mortals bear  
Were best befitting her;  
For she to whom it once was given  
Was half of earth and half of heaven.’”

These words, uttered by one of Boston’s honored masters in the Old South Meeting-house, on that day when the teachers of our city gathered to do honor to the memory of one whose life and labors have woven with threads of gold an imperishable fabric, may be appropriately repeated as we gather this afternoon, citizens of Dorchester, parents, children, members of the Boston School Committee, and friends, to dedicate this noble building to the service of the public schools and consecrate a temple as an enduring memorial to one of precious memory. It is

fitting that we bring anew to our minds, that we may the more firmly treasure it in our hearts, some recollection of the work, so wise and discriminating, so wonderful in its success, so boundless and far-reaching, as was that of Mrs. Hemenway.

It would have been far better had this privilege been intrusted to one who could have done greater justice to such a theme and wrought more skilfully the portrait upon which we desire to gaze. In presenting to you in the brief time allotted a most imperfect statement of the work done by Mrs. Hemenway for the cause of education, and in the interests of the schools of Boston, I feel that I am justified in quoting freely, and without giving special credit, from those who knew Mrs. Hemenway and have already spoken or written of her worth and wonderfully successful work. Our loved city, ever alive to the great interest of education, devotes with liberal hand and lavishly of her riches to open to her children and youth all that the spirit of our advanced age can furnish to cultivate the brains and stimulate the genius of those within her borders upon whom the responsibility of citizenship must inevitably rest. "The extent of the obligation of Boston and of America to Mrs. Hemenway for her devotion to the historical and political education of our young people is something which we only now begin to properly appreciate when she has left us and we view her life as a whole. I do not think it is too much to say that she has done more than any other single individual in the same time to promote popular interest in American history and to promote intelligent patriotism."

Mrs. Hemenway was a most lovable and loving woman, modest and unassuming. All the grand movements in which she bore a leading part, all the noble results she was so instrumental in securing, were ever shared with her associates as "our work." It would be impossible for any one to think of her as claiming any credit for herself. Precious, indeed, was the privilege of intimacy with her, the sharing of her labors for the benefit of humanity.

"Great minds alone, like heaven, are pleased in doing good." True greatness cannot exist apart from goodness. It is of the heart, first of all; and he alone is great who floods the world with a great affection. She attained to this greatness because she came to feel that her life belonged to humanity, and that whatever of heart or money God had bestowed upon her had been given that therewith she might bless mankind. It may be truly said of Mrs. Hemenway:

"Thou hadst an industry in doing good  
Restless as his who toils and sweats for food.

\* \* \* \* \*

And if the genuine worth of wealth depend  
On application to its noblest end,  
Thine had a value in the scales of Heaven  
Surpassing all that mine or mint had given."

Mrs. Hemenway believed in Boston as a centre from which every influence for good would naturally extend unlimited and boundless. She believed that whatever of good, whatever of power, for the uplifting of humanity should receive its impulse from the city she so greatly loved. Mrs. Hemenway was an ardent lover of Boston, its thrilling history fraught with patriotism and heroism. Her life's desire was to instill within the hearts of all, especially the youth of our city, the same appreciation of the sacredness of their inheritance, the richness of their treasure, the great responsibilities entailed by such privileges. "Boston, the Puritan city, — how proud she was of its great line of heroic men, from Winthrop and Cotton, and Eliot and Harvard, to Sumner and Garrison, and Parker and Phillips! How proud she was that Henry Vane once trod its soil, and here felt himself at home! How she loved Hancock and Otis and Warren and Revere, and the great men of Boston town meeting — above all Samuel Adams, the very mention of whose name always thrilled her, and whose portrait was the only one save Washington which hung on the oaken walls of her great dining-room! The Boston historians, Prescott, Motley, Parkman; the Boston poets, Longfellow, Lowell, Emerson, — each word of every one she treasured." Is it surprising that with this patriotic spirit filling her soul she should have inaugurated such measures and contributed so much of devoted consecration to their accomplishment? Can we wonder that to her the Old South Meeting-house was a temple dedicated to God and consecrated to our country? Must she not have often stood within its sacred walls and listened if she might catch the echo of the voices of the heroes of old, her heroes and ours, not memories, but living sentient beings, not in the flesh indeed, but imbued with a life that shall never die? Can it be a matter of surprise that when, following closely the destruction of the old Hancock house, an act that in the feeling of many was well-nigh vandalism, the possibility of such a fate awaited the Old South Meeting-house, Mrs. Hemenway's whole soul rose in protest, and quick to act when the time for action should come she gave of her treasure that which rescued those venerable walls, and saved them for the children and children's children, a Mecca toward which thousands of pilgrims have already journeyed and will journey so long as its walls shall stand? Mrs. Hemenway contributed \$100,000 toward the fund necessary to save it from destruction. "It is hard for us to realize, so much deeper is the reverence for historic places, that in our very centen-

nial year, 1876, the Old South Meeting-house, the most sacred and historic structure in Boston, was in danger of destruction. She saved it, and having saved it she determined that it should not stand an idle monument, the tomb of the great ghosts, but a living temple of patriotism."

The Old South Work, "inaugurated in her lifetime and continued by a provision in her will, has already made an impression upon the study of history in all the United States that can never die. The summer lectures "are entirely free to all young people." Mr. Mead says that "older people can come if they wish to, but they pay for their tickets." Such subjects as have been presented, and by such speakers, have made them a success from the beginning. The Old South Leaflets upon subjects immediately related to and intended to supplement the lectures, stimulating further study and investigation among the young, have been recognized as a remarkably successful factor in augmenting and intensifying interest in the study of American history throughout the length and breadth of the land. The Old South Prizes, first offered by Mrs. Hemenway in 1881, and continued by her munificence through subsequent years until this time, have been an incentive to the preparation and presentation of a series of essays, by the graduates of our High and Latin Schools, of great interest and much excellence.

It is interesting to note from how trifling an incident a great reform may spring where the event is under the eye of the keen and interested observer. The parade of the Boston School Cadets is an interesting annual event upon which we all gaze with admiration and pride. To Mrs. Hemenway's eye was revealed a want of physical perfectness, showing that our boys were suffering from lack of training and application of the most important hygienic laws. Recognizing the importance of physical training as a means of improving the health, physique, and graceful bearing of the young, she immediately began experimenting with various systems of gymnastics for the purpose of ascertaining which was best adapted to the needs of American children. She soon became so favorably impressed with the Swedish system that she invited twenty-five Boston teachers to assist her in making her experiment with it. Their judgment of the result was so favorable that she made an offer to the School Committee to train a hundred teachers in the system, on condition that they be allowed to use the exercises in their classes in case they chose to do so. The offer was accepted, and the result proved a success. Mrs. Hemenway saw at the outset that what she could do personally was but a trifle compared with what ought to be done, so she decided to start the work in such a way that it should become as broad as Boston and as lasting. Hence she began at once to share the responsibility with the city and to train the teachers for the work. She soon gained such a broad view of the possibilities of the

system that she decided to make it more generally known. This led to the great Conference on Physical Training in Boston, in 1889, which did so much to arouse an interest in the subject and to create a demand for teachers specially trained for the work. The establishment of the Boston Normal School of Gymnastics for the education and training of teachers of gymnastics was the result.

The successful introduction of systematic training in sewing into the public-school course, an experiment viewed with more or less of prejudice and disfavor by some, was the result of Mrs. Hemenway's keen insight and perception of its importance as an educator in independence and self-reliance. While some said, "This is not education," she believed that it was such to the fullest degree. Mrs. Hemenway recognized that however much of merit there was in the teaching of sewing everything depended upon such instruction being of the best. She gave large sums for the purpose of securing the best teachers. She interested the School Committee and teachers in the work, to the end that it might be incorporated into the regular programme of the schools. The example of Boston has been widely copied, so that the influence of the work thus unostentatiously begun, but so wisely managed, has extended, and will extend, to millions of children and millions of homes. It is pleasant and interesting to note that this grand movement was the direct result of a patriotic impulse brought into action by the necessity for labor for the soldier boys in the field and the manifest inexperience of those who were laboring for fathers, sons, husbands, and brothers in Southern camps.

We may, perhaps, in no better way call your attention to another grand result accomplished by Mrs. Hemenway than by reading a resolution passed by the teachers of Boston at their Memorial Service already referred to:

*"Resolved:* That by the introduction of the Kitchen Garden, and, later, the School Kitchen,—a long step in progress,—she accomplished, by this wise provision of her studious care, one inestimable benefit to the city, children being thus taught not only to cook intelligently and economically, but also to buy understandingly, the various articles required, by which the manner of living has been changed—healthful food and proper service displacing uncomfortable and unhealthful methods."

This kitchen has been extensively copied over the country. What has already been the result in Boston alone? Thousands of girls have had either a half or a full year's course in cooking. The knowledge of the preparation of plain food has been thoroughly presented, thousands of dishes cooked at those schools, a far greater number at home. What

to buy with scant money is now also a part of the much needed and received instruction.

It has been well said that “the crowning excellence of Mrs. Hemenway’s work is not found in the large gifts of money, useful as these have been, nor in the support accorded to new enterprises and experiments in education, when these had not yet established their claims to public support, but it is found in her most generous giving of herself to every beneficent scheme she undertook — her untiring sympathy and care, her wise, far-seeing counsel, and her frequent inspiring personal presence. It may be remembered now, as a significant instance of this, that her very last appearance in public was in the Old South Meeting-house with the young people celebrating the birthday of Washington four years ago to-day. Nothing less strong than the Life-Destroyer himself could overcome her interested activity in these things.”

It has been said with truth, the common school is the mightiest of all social forces. It holds the future in its power. It largely shapes the present also. Every subject which concerns men and women in every relation in life is under survey in the school. The theories here advanced are everywhere being put into practice. The school years are a distinct period in each one’s life. In many respects they are the most important. Your responsibilities are much greater than those of the scholar of the last generation. The range of knowledge has greatly extended, and you may have many more courses to choose from than were possible for your fathers and mothers.

You belong to a chosen army, chosen by popular will to advance the world’s useful knowledge. The country that gives this privilege to its boys and girls, and puts this honor on them, deserves their love and devotion.

Students in our Dorchester schools are favored beyond those in other schools in the possession of books of reference and appliances for aiding you in your studies made possible by the benefaction long years ago of one who but faintly realized what would result when he wrote in his will that if anything remained after the settlement of his estate his executor should purchase some estate for the “promoting of learning in the town of Dorchester.”

Among the illustrious names bestowed upon our noble public schools — Longfellow, Agassiz, Gilbert Stuart, Robert G. Shaw — a brilliant galaxy — there shines none brighter than that of Mary Hemenway. We may not possess the genius of a Longfellow or a Stuart. We may not lay down our lives in defence of our country’s flag. We may not be endowed with the wondrous mental power of an Agassiz. We may not have the opportunities of Mary Hemenway, but we may be possessed with a measure of their devotion, of their consecration, of their

enthusiasm, in whatever we undertake. We may choose the best things and bend every energy given us by God to secure them. Let our ideals be of the highest, whether in the sacred seclusion of our homes, or in the blazing light of public life, or in the humdrum monotony of every-day duty. Whatever we do, may it be our best! In no other way can we do greater honor to one whom we delight to honor.

A greater responsibility rests upon the children whose home this building shall be—an obligation to be living monuments. In so far as you fail to honor your school you bring disappointment to the memory of one who, were she alive with you, would grieve at your failure. The highest and purest manhood and womanhood were her ideals for you all. Will you realize them?

Following a selection from "*Cavalleria Rusticana*," rendered by the pupils, the Chairman introduced Mrs. Mary A. Livermore as the friend of her girlhood, who is known and honored wherever the English language is spoken.

#### ADDRESS OF MRS. MARY A. LIVERMORE.

Mrs. Livermore told of her early life at the North End of Boston, where she was born, and where, at the Hancock School, she was educated, and of the dawning on her mind of what it was for which the name of Hancock stood. Here and elsewhere in her address she adjured her hearers, and especially the boys and girls, to sniffer no abridgement of the full name of Mary Hemenway. The name of the John Hancock School had been shortened to Hancock; Sumner and Eliot and Everett and other names had been beheaded in like manner; and she asked that the name of Mary Hemenway be not shortened to Hemenway. She told of her visits to the North End schools, and how indignant the little descendants of foreign-born parents were to be thought anything but Americans. Beautiful reminiscences she gave of Charlotte Cushman, a North End public-school girl, who from her earnings gave away \$600,-000 while living, and left a like sum to be distributed after she was dead, "and in all this doing did nothing that could bring a blush to the cheek of the most fastidious;" of Starr King, poverty stricken, but a seeker after knowledge, and who later saved California to the Union; and of that wonderful woman Amy Bradlee, who gave herself to teaching and philanthropic work in the North before and during the war, and to teaching the poor whites in the South after the war. Very thrilling and very touching was Mrs. Livermore's description of the trials and the glowing triumphs of Miss Bradlee, and of the help, material and otherwise, she

received from Mrs. Hemenway. "And is she living?" do you ask, said Mrs. Livermore. "Yes!" "Where?" "In Washington." "Poor?" "Yes! Very poor and old; her days of usefulness as a teacher ended." "And living how?" "Through Mrs. Hemenway's bounty, for that noble woman settled an annuity on her sufficient to insure her from want while she lives." In conclusion Mrs. Livermore spoke of Booker T. Washington's Institute at Tuskegee, Ala.; General Armstrong's at Hampton, Va., and many more, — all of which had benefited by Mrs. Hemenway's advice, and to which she gave liberally.

Following a musical selection the Chairman introduced Mr. Edwin D. Mead, as writer, editor, historian, and lecturer, who was somehow connected with the schools of Dorchester; just how she had forgotten, but she thought Mr. Mead's father used to ring the bell of the First Parish Church. This Mr. Mead corrected by saying that the bell-ringer was his "very, very great-grandfather," but that he was immensely proud of even that slight link connecting him with the good old town.

#### ADDRESS OF MR. EDWIN D. MEAD.

Mr. Mead said that he and his *confrères* in the Old South Work never thought now of Washington's Birthday without thinking of Mary Hemenway, and that they considered it almost as much her day now as Washington's. Her last public appearance, too, was on that day four years ago, at the Old South. She said that the republic was but a school, and it was a significant fact that at the memorial services in her honor held at the Old South Church, whether by design or accident, only school-masters, past or present, spoke. Mr. Mead scouted the idea that the republic is on the down-grade morally. "The high tide of corruption in municipal and national polities is fifteen years behind us," he said. "There are rings and corruption, but none so bad as in the past. New York has and will for some time have rings, but she can never have a Tweed ring." Mary Hemenway early saw the necessity of a greater education. The countries of the east have and are governed by kings. Here every man is a possible king, and when all are kings all must be kingly men. Mrs. Hemenway threw herself into the cause of education with a greater fervor than any one the speaker had ever known. He referred to the great patriotic gathering of more than a thousand school graduates at the Park-street Church on Tuesday, in which Mary Hemenway was a central figure. It was a Harris School graduate, he said, who took the

first prize in the Old South Course instituted by Mrs. Hemenway — Henry L. Southwick, the elocutionist and actor. A Harris School graduate and Wellesley College girl is Secretary of the association, and the daughter of the present master of the Harris School is the efficient chairman of the Executive Committee. He paid a tribute to Mr. Elbridge Smith, for twenty-four years the beloved master of the Dorchester High School and who was seated on the platform. He spoke of the Old South as the American Westminster Abbey, and of the "poets' corner" at Mount Auburn, and of the great men and women in the great walks of life, speaking of them in trios. He was glad that no dead and costly pile marked the grave of Mary Hemenway, but that a greater and a living, growing monument was erected to her memory.

---

Mr. Augustus Hemenway spoke a few tender, grateful words for himself and the family, and said that he believed and knew such a monument as this would appeal more strongly to his mother's sense of the fitness of things than any other which could be erected.

---

Mr. Thomas F. Strange, Chairman of the Committee on School Houses, gave a brief but stirring address, in which he compared the condition of the Boston schools of less than two generations ago, with but a few hundred thousand dollars' worth of property, to those of to-day, with more than \$17,000,000 worth. It costs, the speaker said, \$2,000,000 a year and takes 2,000 people now to maintain the schools. And speaking of wars and rumors of wars he did not fear for the nation — the public schools and their output would take care of that.

---

The last speaker was Dr. Samuel E. Courtney of the School Board, who yet chose to speak as one of 2,000 colored boys educated at General Armstrong's institute at Hampton, Va., an institution very largely the debtor to Mrs. Hemenway's generosity. Dr. Courtney spoke in particular of Mrs. Olivia A. Davidson, the beloved teacher who was brought North and trained and educated under the care and at the expense of Mrs. Hemenway, and "east and west, north and south, there is not a hamlet in that part of the South," said the doctor, "where the name of Mary Hemenway is not loved and revered."

---

Many letters of regret at absence were in the Chairman's hands, but only a telegram from Rev. F. L. Hosmer, who was master of the school when it bore the name of "Adams," was read.

The exercises were then brought to a close with the singing of Keller's "Speed Our Republic."

#### PRESENTATION OF FLAG.

Previous to the exercises in the school-house a most interesting ceremony took place in the school-yard. This was the presentation to the school by Benjamin Stone, Jr., Post 68, G.A.R., of a magnificent flag. The staff, too, is worthy of the flag. It is a single piece of hard pine from Puget Sound—one hundred and twenty-four feet above ground and eight feet below. The presentation was made by Francis H. Dove, Commander of the Post, who said :

MR. CHAIRMAN: It seems fitting that the organization that we represent should be present at the dedication of this building to the cause of education.

The Grand Army of the Republic has ever kept a watchful eye upon the common schools of our land, and has advanced patriotic teachings of every kind, instilling into the hearts and minds of the young a love of country and flag. We would that they should be told in song and story of the heroic deeds of the men who served their country in her hour of need, thirty-seven years ago. Tell them of all that will tend to keep fresh in their minds the lesson of loyalty that is taught by the "Star-Spangled Banner," the flag we fought to save. We look upon it with love and reverence, and believe that it should float over every school-house in our land. In behalf of Benjamin Stone, Jr., Post No. 68, G.A.R., I have the honor of presenting to this school, through you, "Old Glory," our country's flag, a country that would live at peace with all the world, that seeks no quarrel, but is ever ready to maintain its rights on land or sea. We believe it will be safe in your hands, and confidently intrust it to your keeping.

Mr. Whittemore in response said :

Commander Dove and members of Post 68: In behalf of the Mary Hemenway School I accept with gratitude and joy this beautiful token of your loyalty to country, the country in whose defence, at duty's call, nearly two-score of years ago, you left home and friends to face the hardships and dangers of a soldier's life. How well you passed the terrible ordeal of that gloomy period I need not tell, but to-day you have

shown that though you have exchanged the implements of war for those more peaceful, the patriotic zeal that fired your hearts as young men, as boys in blue, has not grown cold. Boys in blue then; now, through the inexorable law of time, you are boys in gray, but loyal still. Veterans, in the name of the patrons of this school and its friends, I thank you for this gift, the latest accession to our teaching force, and so appropriately presented on the anniversary of the birth of the first great defender and preserver of the flag, a nation's hero and the father of his country.



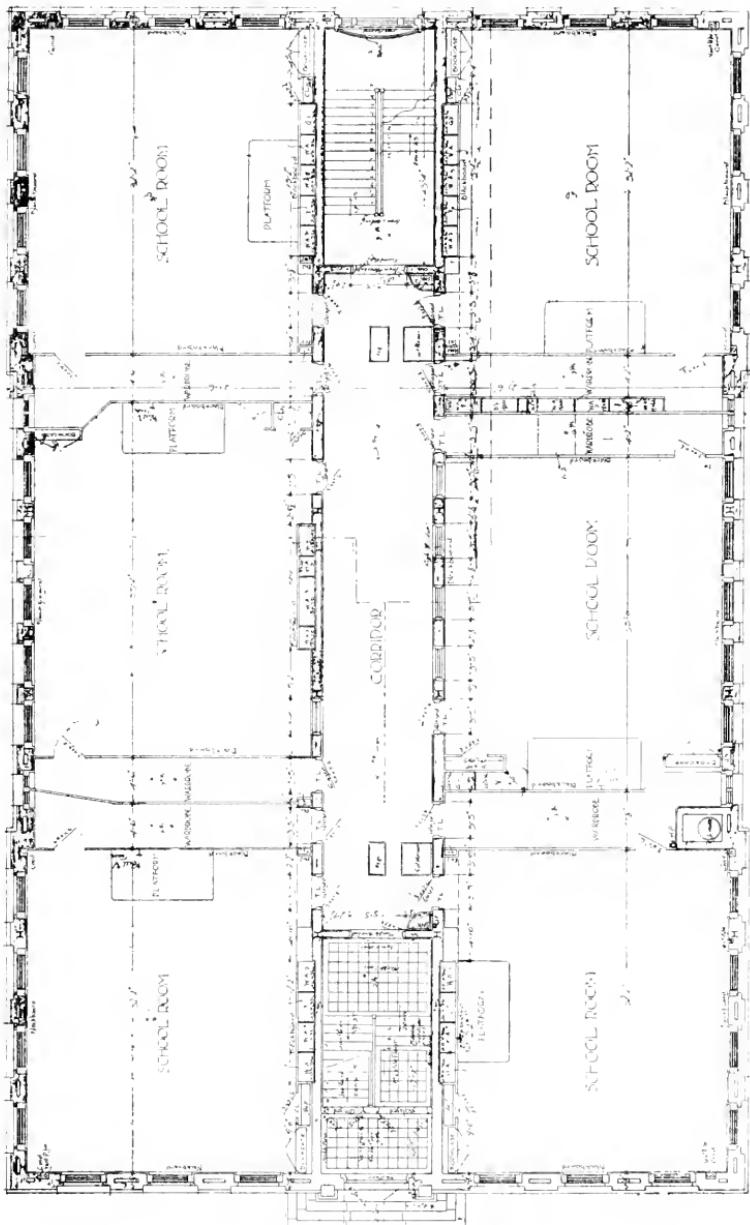
DEDICATION  
OF THE  
BOWDOIN GRAMMAR SCHOOL-HOUSE.  
1898.





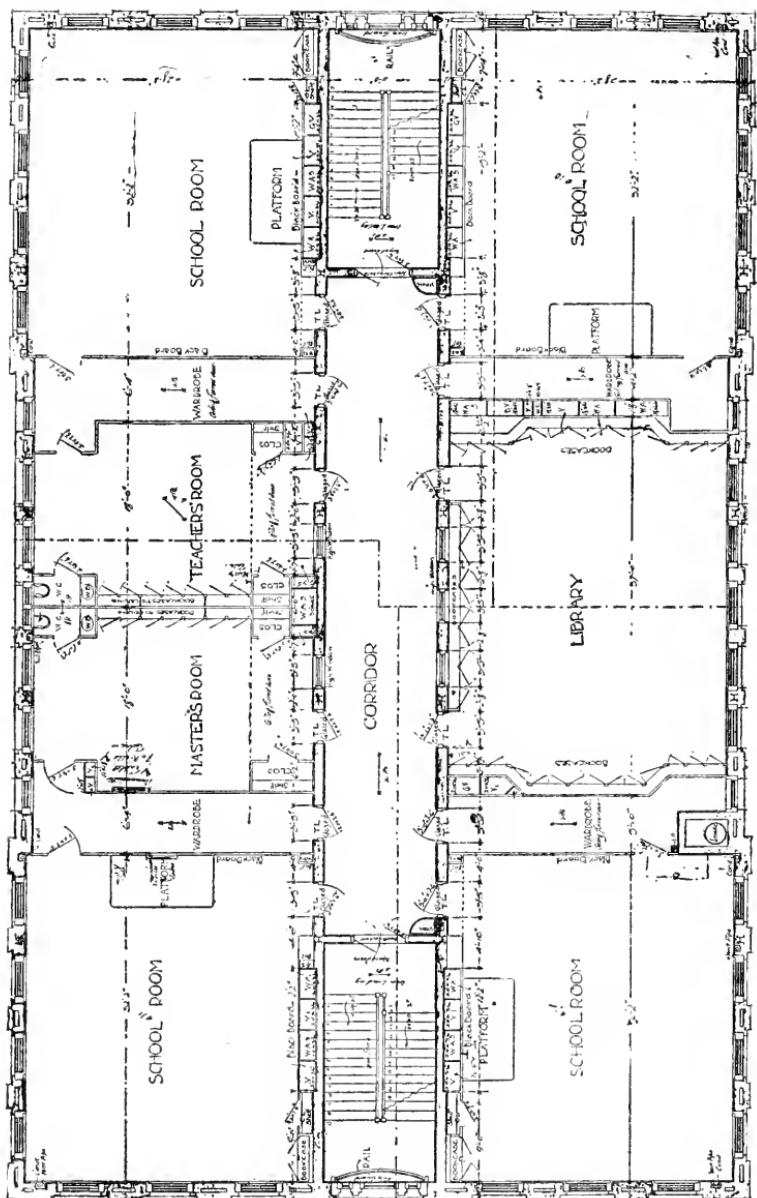
BOWDOIN SCHOOL-HOUSE.



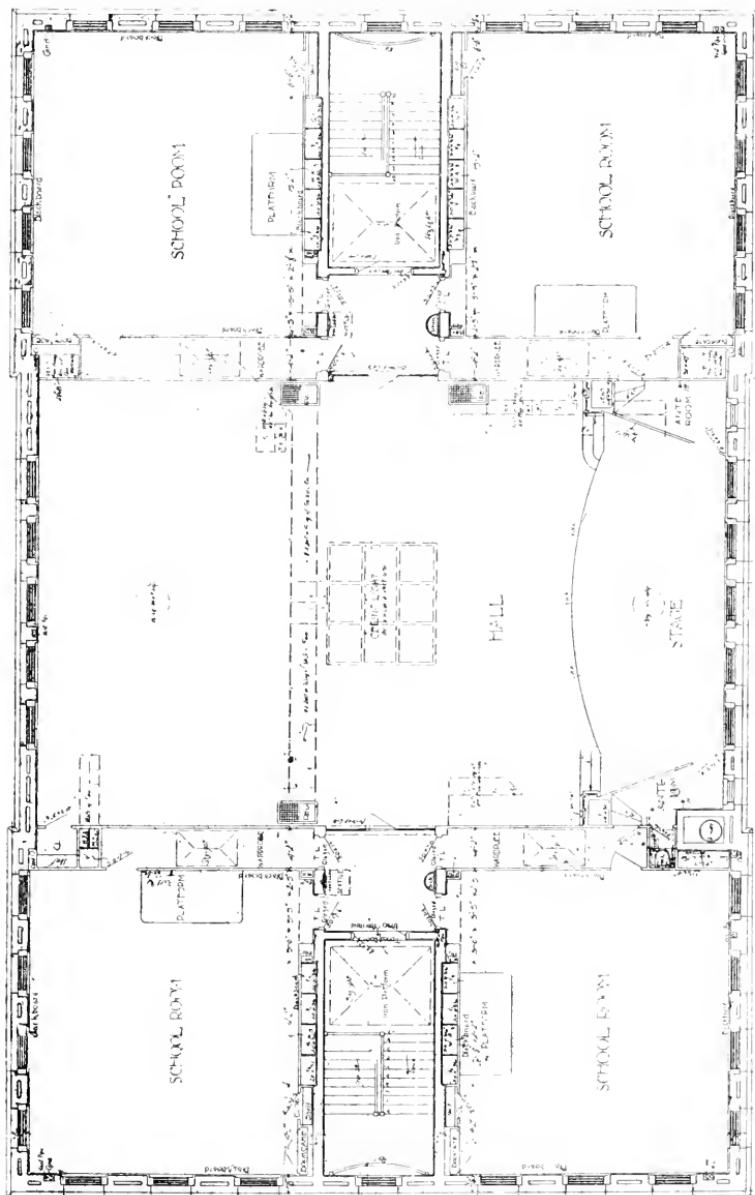


BOWDOIN SCHOOL-HOUSE.

Plan of First Floor.



BOWDOIN SCHOOL-HOUSE,  
Plan of Second Floor.



BOWDOIN SCHOOL-HOUSE,  
Plan of Third Floor.



## BOWDOIN SCHOOL-HOUSE.

---

A description of this school-house appears in the Annual Report of the School Committee for 1896.

### DEDICATION.

The new Bowdoin School-house, situated on Myrtle street, was dedicated Friday, June 3, 1898, at 2 o'clock P.M., under the direction of the Committee on the Third Division, consisting of Mr. Samuel F. Hubbard, Chairman, Mrs. Fanny B. Ames, Messrs. Charles L. Burrill, Samuel E. Courtney, and Isaac F. Paul. Notwithstanding a rainy day, four hundred people gathered to listen to the inspiring exercises held in the softly tinted, well-ventilated hall, the walls of which were hung with portraits and pictures of illustrious persons and well-known places.

There were many expressions of regret at the unavoidable absence of His Honor Mayor Quincy, whose distinguished grandfather, Josiah Quincy, then Mayor of Boston, was present, and delivered an address, at the dedication of the old Bowdoin School-house, May 15, 1848. That building is now happily no more, save in the delightful memories which must always cluster around the scenes of youthful endeavor.

The Bowdoin School was established in 1821. It occupied a building on Derne street, near the corner of Temple street, the site of which is now covered by the State-House extension. The first building was torn down in June, 1847, to make room for the reservoir, which in turn was removed to permit the enlargement of the State House. After holding its sessions for a time in the old Masonic Temple, at the

corner of Tremont street and Temple place, the school took possession of a new building on the site of the present structure in May, 1848, where it has since remained, the present building being constructed in such a manner as to permit its partial occupancy during the course of construction. The first masters under the double-headed system of this school were Warren Peirce, grammar master, and John H. Belcher, writing master. Mr. Peirce died near the close of his first year of service, and was succeeded by Abraham Andrews. Mr. Belcher was succeeded by James Robinson.

In 1853, as nearly as can be ascertained, the system of two masters for a single school was abolished. Two years later Daniel C. Brown, A.M., became the head of the school. For twenty-nine years he wrought faithfully in this position. At his death, in 1884, the accomplished scholar, Delwin A. Hamlin, who had long served as a sub-master in another school, became his successor. In 1886 Mr. Hamlin was transferred to the Rice School as master, and the present incumbent, Alonzo Meserve, who had long been a sub-master in another school, was elected to the vacancy.

---

The exercises opened with a prayer by Rev. Christopher R. Eliot. After singing by the pupils of Grade IX., Mr. Samuel F. Hubbard, Chairman of the Committee on the Third Division, delivered the following address :

ADDRESS OF MR. SAMUEL F. HUBBARD.

LADIES AND GENTLEMEN, AND PUPILS OF THE BOWDOIN SCHOOL: On the Boston Public Library is this inscription: "The Commonwealth Requires the Education of the People as a Safeguard to Order and Liberty." Because of this policy of the Commonwealth are we gathered together to-day to dedicate this building to the "education of the people" and to reaffirm, by every facility which this building offers, the principle that the welfare of the individual and the safety of the State are centred in the free public school.

This splendid building and the other noble structures which have

been and are being erected to provide the best educational opportunities to its ever-increasing school population are the best evidence that the city of Boston is alive to its educational needs, and what is true of Boston is true of the Commonwealth.

The principle of universal education at public expense, which was proclaimed by the Massachusetts Bay Colony in 1647, for the first time in the history of nations, is to-day dominating the world. Its development even here in Massachusetts has not been brought to pass without heroic effort and self-sacrifice on the part of men who gave their lives to the cause of education. For years previous to 1837, when Horace Mann was made the first secretary of the State Board of Education, the school system of Massachusetts had been running down. The school-houses, which were becoming old and dilapidated, and the almost entire absence of new ones, indicated the decay of public regard for the free common schools. The private-school system took advantage of this decadence by absorbing everything which would build it up and by attracting to itself that sympathy which had belonged to the public school.

Two courses were open to the new secretary. He could float with the tide, conceal or palliate these steps of declension, or he could sound the trumpet of reform and arouse the sleeping conscience of the Commonwealth. His sturdy manhood saw that the only way to end prosperously was to begin righteously. For twelve years, as Secretary of the State Board of Education Horace Mann devoted himself with untiring zeal to this great work, and when, in 1848, he resigned from the State Board, he had stamped his name so deeply on the educational interests of the State that it will never be effaced. Massachusetts has long since recognized the obligation she owes to her greatest educator.

In front of the main entrance to the State House is a bronze statue of Horace Mann, and by its side one of Daniel Webster, the great expounder of the Constitution, two names which typify the fundamental conditions of an enduring republic,—universal intelligence of all citizens and obedience to Constitution and laws.

In 1848, the year the second Bowdoin School building was dedicated, "life, liberty, and the pursuit of happiness" was not guaranteed to all by the law of the land. That year the School Committee was rent in twain over the question of the abolition of the Smith School, which for nearly forty years was the only public-school building in Boston which gave shelter to colored children. No atonement was made for this indignity and insult to the colored race until years after.

Wendell Phillips, discussing this question of separation of white and colored children in our public schools, said: "If it is a fact that the

best interests of the white and colored children can only be secured by separate schools, then their best interests *cannot* be secured under any system of State instruction. We must give up the theory, and they must, from the nature of the case, resort to the private schools." Thank God, that, and all discriminations, have been wiped out, so that to-day children of every race and color sit side by side and receive equal service in our public schools!

Could Horace Mann and the other apostles of education of fifty years ago wake from their sleep, what would be their wonder and surprise to see in yonder room, bright with color and sunshine, a teacher surrounded by twenty-five little ones earnestly engaged in getting their lessons! What marvel this! — babies, almost, eager for an education, though to them their occupation with colored straws, card sewing, songs, and games is but so much play.

Or could these worthies have received, as I did a few weeks ago, an invitation from girls of this school to visit their class in cookery, and have seen them, immaculate in cap and apron, engaged in the mysteries of cooking under the skilful direction of Miss Howard, and could they have been told this was a part of the regular instruction of the public schools of Boston, it would have been, indeed, a surprise. Or could they have followed that group of boys from the Phillips School as they filed across the street into one of the lower rooms of this building, and have seen each boy go to his own particular bench, whereon were carpenter's tools, and take from the drawer a working drawing and a partially completed piecee of work in wood, fun laid aside, for now each boy is keenly intent upon the work in hand, and could they have watched that boy with hammer, saw, and plane, testing each step by rule and try-square, they would have realized that not only the end of the nerve centred in the brain, but the other end, as well, centred in the hand and eye, — that the whole boy, — was being educated. The principle of universal education for all her children was never dearer to the heart of the Commonwealth than to-day, but the limits of the benefits which can be conferred by education have not been reached.

The changed conditions of the industrial world have sounded the death-knell of the apprenticeship system. Work is a law of life. Before the State can settle the question of the "right to work" it must deal with the question of the "right to know how to work." The State already recognizes this principle at the reformatories of Sherborn and Concord, by teaching trades as a means of reformation for those who have gone astray.

If education is to be a "safeguard to order and liberty," is it not well for the State to consider whether that which cures may not also prevent?

When you shall celebrate the semi-centennial of this building it requires no prophetic gift to foretell that training for a vocation in life will be a part of public-school education, for already is seen the "Star in the East." Not "Arms and the Man," but "Tools and the Man," will be the epic of to-morrow.

The riches of the Commonwealth  
Are free, strong minds, and hearts of health;  
And more to her than gold or grain,  
The cunning hand and cultured brain.

For well she keeps her ancient stock—  
The stubborn strength of Pilgrim rock;  
And still maintains, with milder laws  
And clearer light, the Good Old Cause!

Nor heeds the sceptic's puny hands  
While near her school the church-spire stands;  
Nor fears the blinded bigot's rule  
While near her church-spire stands the school.

At the close of Mr. Hubbard's address Mr. Henry D. Huggan, President of the Boston School Committee, said :

#### ADDRESS OF MR. HENRY D. HUGGAN.

MR. CHAIRMAN, LADIES AND GENTLEMEN: My duty to-day as President of the School Board is simply to deliver the keys of this building to the master of the school and then give way to the gentlemen who are to address you. I know, however, that you will permit me to say a few words before performing the pleasant duty assigned me. It is gratifying, notwithstanding the stormy weather, that so large a number of the parents and friends are present this afternoon, who are interested in the public schools and the training and education of their children.

The dedication of a school-house in the city of Boston is not an uncommon thing, and yet the occasion is always observed in a fitting manner, so that the boys and the girls, as well as the parents and friends, may carry with them through life a higher appreciation of what the public school stands for and represents. I sometimes think that we ought to have more dedications, more public days, and more exhibitions of one sort or another, made interesting and attractive with speeches and music and displays of the different lines of work done by the pupils.

By these means a larger number of parents and friends would visit the schools and become interested in the work and advancement of their children. I believe there is nothing more helpful, nothing more encouraging and satisfactory to the teacher than to have all the parents thoroughly interested in the work of the schools.

In every department of life the men and the women who accomplish the most and obtain the best results are those who not only manifest a deep interest in their work, but keep a watchful eye over it. So it is, my friends, with the education of our children. If we expect the best results, if we desire uniform growth and development, we must see to it that we loyally support the teachers, do our whole duty by the children, and interest ourselves in the schools.

A man told me not long since that he always enjoyed the exhibitions in the public schools. Said he, "When my young son is to speak his little piece or show a specimen of his writing or drawing, or when my daughter is to appear in a new dress which was made with her own hands, I cannot resist the temptation to be present." That, my friends, it seems to me, speaks volumes for the school and its influence. It makes the busy man lay aside, for a time, his cares, and interest himself in the education and advancement of his children.

Teachers and pupils, you have much to encourage you here. You have one of the finest and best-equipped school buildings in the whole country, with almost every convenience and comfort that money could furnish. There is great credit due the master of this school for his earnest and persistent efforts in requesting and securing the best of material and supplies for this building. We are told by some that our school buildings are too expensive; that they cost too much money; that we ought to economize and build cheaper buildings in which to educate our children. I am not one of the number who believe in cheap school-houses, or in low-salaried teachers, or in poor or limited supplies for our schools. If we are to practice economy let us begin somewhere else—not on the school-house or in the class-room. Let the public school-house be a magnificent structure,—substantially built, comfortable, and well equipped,—so that to the young people of to-day and to succeeding generations it will stand as a monument to the foresight, liberality, patriotism, and loyalty of the citizens of Boston.

I congratulate you, parents and friends, upon the completion and occupancy of this beautiful temple of education, where your girls are to be fitted for the duties and responsibilities of life.

I congratulate you also, young women, that you are so fortunate as to have so much done for you to help you gain an education, to help you become useful and noble women in the community.

Addressing the master, the speaker continued :

Mr. Meserve, in behalf of the School Committee I congratulate you that you are to preside over this school. In view of the success with which you have met in the past in the administration of your school there is good ground for the belief that, with the increased facilities and accommodations for carrying on your work, you will be enabled to show even greater results in the future. It gives me pleasure, Mr. Principal, to give these keys to you. When your term of service is ended you will deliver them to your successor in office or to the representative of the School Committee.

#### RESPONSE OF MR. ALONZO MESERVE.

MR. PRESIDENT: In behalf of the instructors of the Bowdoin School, and personally, I thank you most heartily for the trust you have reposed in us. We promise you that the highest welfare of the school shall always rest upon our hearts.

Turning to the audience, the speaker continued :

It is with feelings of great satisfaction that we are able to stand within this beautiful and well-equipped building. The Bowdoin School has had a long and fruitful history. Precious memories cling around the old buildings, now no more, and many noble men and women have gone out from them.

But fortunate indeed will be the children who will have such pleasant and healthful surroundings as these, a constantly improved course of instruction, a well-trained corps of intelligent instructors, and wise supervision.

At this point it may not be out of place to mention with gratitude the names of Edmund M. Wheelwright, the architect for this well-planned building, Col. Fred. B. Bogan, Superintendent of Public Buildings, and his helpers, Messrs. Reed and Armstrong, and Mr. Sullivan, of the Architect's Division, for their long-continued and intelligent labors. I feel especially grateful for the uniform courtesy and attention which I have always received at their hands.

It has been our aim from the beginning to have the children of the Bowdoin District in as good quarters as the suburban children. In striving for this object we feel we have been reasonably successful, so far as it was possible on the present site.

It goes without saying that unless there is coöperation between parents and teachers the object for which all this outlay has been made will not be attained. The intelligent, conscientious teacher has enough to spur

her on to duty. Her children helplessly wait upon her instruction. Her patient, cheerful manner removes obstacles from their path. Her eye beaming with encouragement, her heart throbbing with intelligent sympathy, her whole soul going out in love for the child, no matter how cross-grained and gnarly he may be, make a subject for the best effort of the greatest artist.

But sometimes we find this picture blurred by lack of co-operation, if not by positive opposition, though the latter is very rare. We are glad to return thanks for all the encouragement given us by the parents of our district, and beg them to show more interest in their children's training by visiting us oftener, by scrutinizing very carefully the report cards sent home, by never taking sides with their children against their teachers. If there are grievances to be redressed, any seeming injustice to be corrected, any misunderstanding of any character to be removed, please say nothing about them before your children, but come to us, and you shall have that courteous hearing which the rules of the Committee require, and which it will be our privilege to give.

There is a disposition on the part of some parents to take their children from school and put them to work as soon as the law will allow. On behalf of the child I wish to make an earnest protest against this practice. I am not unmindful of the sometimes weighty reasons given in excuse for robbing the child of its highest right, the right to enter the battle of life well equipped in mind, heart, and body. Still, in most cases, if the parents will make temporary sacrifices, they will find ultimately larger returns than the paltry sums earned at an immature age. I ask the parents of our district to weigh this matter well. Justice, humanity, and reason demand it.

And now, Mr. President, I gladly yield the floor to a gentleman whose name is not on the program. It would have been there, however, had we known in time of the very interesting part he is about to take.

The Chairman then introduced Rev. Mr. Field, who, some months before the dedication, was present when patriotic exercises were being given in the hall and was asked to address the school. On that occasion he stated that he was about to go to England and would like a United States flag to present to the Queen. Immediately scores of flags were offered him. Stepping down among the pupils, he selected a suitable one and promised to take it to Her Majesty.

Mr. Field said that it was now his pleasant duty to re-

port that he had delivered the flag to the Queen, who had entrusted to him the following message to the school, which he had written on a picture representing her and her grandson: "The Queen desires her thanks returned to the children of the Boston schools, through the Rev. Mr. Field, for their offering. 1 September, 1897."

This picture, suitably framed, is hung in the hall, where it will remain as one of the school's most valued gifts.

The next number on the program was a very interesting and instructive historical address prepared and delivered by Mrs. Inez Haynes Gillmore, of the Class of 1887.

Miss Emma J. T. Gale, of the Class of 1865, then read the following original poem:

#### OUR BEACON LIGHT.

On this beacon-crowned height  
We are standing to-day,  
In a radiance bright  
That will fade not away.  
Where our forefathers reared  
Their brave signal of old,  
And the story endeared  
To their children was told.

When the beacon had passed, by the column that rose  
Was proclaimed to the world Freedom's triumph o'er her foes.

Where the statutes of State  
Their proud station now claim,  
Once, the records relate,  
Rose that landmark of fame.  
Over woodland and wave  
Flashed the challenge and cheer  
That it loyally gave  
Throughout many a year.

With the changes it saw on Trimountain's fair hill  
It has passed; but its memory dwells with us still.

'Twas a beautiful thought  
For that signal to place  
A memorial fraught  
With such light-giving grace:

And the Bowdoin that rose  
 On this beacon-named crest  
 Held rich treasures for those  
 By its influence blest.

Few, perchance, may return its successor to greet :  
 But we loved the old Bowdoin, with memories sweet.

It has gone, with the song  
 That no longer we sing,  
 And the loved who belong  
 To the Court of The King,  
 But its teachings are true,  
 And the light shineth on.  
 We are journeying, too,  
 To the land of the dawn ;

And the gleam of its glory no shadow can dim :  
 In the light of God's smile we are writing life's hymn.

Of all monuments best,  
 Rising fair to the sight,  
 That all hearts may be blest  
 In that Heaven-sent light,  
 This new temple of Truth  
 Shall its watch-fires expand,  
 As it nurtures the youth  
 That shall strengthen our land.

Never structure was reared with a nobler aim —  
 For Humanity's needs, in Humanity's name.

May the years, as they roll,  
 With their shadow and sun,  
 Trace on Honor's pure scroll  
 Loving work that is done !  
 May our Bowdoin's fair crown  
 Be such power for the right  
 That all wrong shall go down  
 In her pathway of light ;

And the beacon, in trust by our forefathers given,  
 Gleam brightly till merged in the sunlight of Heaven !

The pupils of Grade IX. then sang a selection entitled "O  
 Rose so Sweet!"

Then followed an address by Mr. Edwin D. Mead, President of the Twentieth Century Club.

ADDRESS OF MR. EDWIN D. MEAD.

Mr. Mead spoke of the historical and literary associations of Boston and the importance of a didactic use of them in connection with our civic buildings and especially our schools. No school should be named after a small and unimportant man. He condemned the habit common in Boston a few years ago of naming schools after the mayors as a mere piece of flattery, when Vane and Cotton and Holmes and Parkman and Motley were all unnoticed. There are a dozen schools in Boston named after men whom nobody knows, or needs to know. He felicitated the Bowdoin School on its good name. He hoped that James Bowdoin, for whom Bowdoin College was also named, was duly remembered and honored here. He gave an outline of his useful life. His bust, he said, ought to stand at one end of this platform. At the other end ought to stand the bust of Charles Sumner. For on this very spot where the Bowdoin School now stands Charles Sumner was born, in 1811, the same year that the younger Bowdoin died. The foundation principles of the life and character of Charles Sumner should ever be the corner-stones of this school. Those principles the speaker outlined and emphasized. Especially do we need always to remember, with Sumner, what to-day we are in danger of forgetting — wherein “the true grandeur of nations” lies and wherein it does not lie.

Hon. Frank A. Hill, Secretary of the State Board of Education, next addressed the audience.

ADDRESS OF HON. FRANK A. HILL.

I too am a Bowdoin graduate, but not of this school. Your Bowdoin belongs to Boston, Mass.; mine to Brunswick, Me. Yours is on the hilltop; mine is on the plains. You study here amidst the din of the great city; I studied among the whispering pines of which Longfellow sings. Your Bowdoin was named after the father and yet is the younger; mine was named after the son and yet is the older. Yours gives a grammar-school education; mine a collegiate. We both are in the family, as it were, your Bowdoin on the lower plane, it is popularly said, and mine on the higher, although, more wisely speaking, if it requires higher skill to start the young right than to keep them right after they are started it is yours that is on the higher plane and mine that is on the lower. I am not specially commissioned by my Bowdoin to speak to yours. The

only credentials I hold are those of the heart. I feel somehow that it is all right for me to extend to your Bowdoin the most cordial greetings from mine, to felicitate your school as mine upon the honored name it bears, as well as upon its honorable record of work well done, and to wish for you, in your new and commodious quarters, the most brilliant success in your grand work of moulding into noble womanhood as well as into worthy American citizenship the children of many nations.

The program is long and your patience has limits. Let me briefly address myself to the many girls of this school whom I see on the platform and in the audience before me. Let me say to you, my dear girls, that there are really two dedications of this beautiful building, and one of them is yours.

There were once two great armies; they fought a mighty battle, in which one of them triumphed, whereupon the nation set apart the battle-field as a burying ground for those that fell there and as a memorial park forever.

Then the ruler of the nation and a great multitude went up to dedicate the ground. In an address scarcely three minutes long, but immortal for its justice, its pathos, its solemn eloquence, the ruler said :

“ But in a larger sense we cannot dedicate, — consecrate, — hallow this ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here.”

You all know the armies, the field, the occasion, and the great ruler. You see clearly the dedications which he so eloquently described, — that of words and that of deeds, — and you know which transcends the other. The great things people prize they like to dedicate, and there are always possible these two kinds. In the case of this interesting building, its dedication, so far as words can effect it, is now going on. It remains now for you to dedicate it through the medium of noble deeds.

Perhaps you have seen the story going the round of the press, — it makes no difference whether it is true or not; it stands for similar cases enough that are true, — how an eminent actor discharged his private secretary because he could not write reputable English. “ But,” said the secretary, by way of protest against his summary dismissal, “ I have been through the high school and I have been through college. Why, sir, my parents have expended \$5,000 on my education!” “ My dear boy,” said the actor, “ tell your parents to bring suit for the recovery of that money; they were swindled!” In other words, this young man’s parents had dedicated him to a good education, but somehow, either because he would not or because he could not, the young man had not dedicated himself to a good education, and so he failed.

I commend to you just two thoughts. One is this: It is not enough in school simply to learn to read, to write, to cipher. It is important to know such things. Mastery of them is a high accomplishment. Still, when pursued for their own sakes they are the barren means of expression, not the great things to be expressed; they are vehicles for conveying things, not the great things to be conveyed; they are the husks of the fruit and chiefly valuable as they contribute to the growth and ripening of that fruit. As between a grammatical way of saying nothing and an ungrammatical way of saying something the latter is to be preferred. The latter wins the multitudes when the former gets no hearing. When you read Shakespeare's "Tempest" you will make the acquaintance of one Caliban, — part man, part brute, and part demon, — the slave of Prospero. "You taught me language," snarled Caliban once to Prospero, "and my profit on't is, I know how to curse." Shall we call Caliban an educated being because he knew language so well, or shall we decline to do so because of the base uses to which he put it? We really want, both in our boys and girls, not only prowess in saying and doing things, but that prowess put to noble uses. Really, of what great use is it to read if one is to read bad books? Or to write if one is to write ignoble thoughts? Or to cipher if one is to figure out dishonest gains?

My first thought, then, is that you should put your school attainments to noble uses. And my second is this: You are citizens here and now as pupils of the Bowdoin School. It is not necessary for you to be men, or to have reached the age of twenty-one, or to have cast votes, to enjoy the proud distinction of being an American citizen. There it is in the Constitution of the United States, the fourteenth amendment, the solemn and deliberate expression of the sovereign people, that every man, every woman, every boy, every girl, every child in its cradle, every one, in fact, except the alien, is a citizen of the United States and of the State in which he resides. I do not give you the exact language, but it covers all I have said. When, then, does good citizenship begin? It begins when manly boyhood begins, when womanly girlhood begins. What is good citizenship? It is doing right in all those relations which citizens hold to one another. What is the arena of good citizenship? It is wherever citizens, young and old, come together, where they have mutual rights to be respected, mutual duties to be discharged. Now I venture to say that there is hardly a single trait of good citizenship in the larger life beyond the school that may not be closely paralleled by good citizenship within the school. The good citizen, for instance, keeps his house, his grounds, in neat condition; he respects public ordinances; he upholds the constituted authorities; he aims to tone up

public opinion. What are the school equivalents of these things? Follow these questions up, and for every one you will find an answer and a corresponding duty.

In these times of war with Spain we are placing stress on the patriotic sentiment. It is a good thing for you to hoist the flag, to memorize patriotic gems, to sing "America," for such exercises help to develop and strengthen the sentiment. But a sentiment, if genuine, tends to discharge itself in action. We want patriotism, therefore, that shall do the deeds of patriotism, that shall find expression in self-control, in honorable obedience, in personal manliness, in the spirit of service and of sacrifice, whereby one's citizenship is exalted and the country nobly helped.

In short, if you are ever to exhibit the graces of good citizenship those graces should be exhibited in the school-room, for whatever the virtues, whatever the vices, of citizenship in the larger life, there are the counterparts of those virtues to be encouraged, the counterparts of those vices to be discouraged, in the school life you are now leading.

These two thoughts, then, I leave with you. Put your attainments while you are gaining them in school to noble uses. See that your conduct during your school life is that of good citizens. If you do as well for yourselves in attainment and conduct as the city of Boston has done for you in building and equipment, the city will be repaid, your success will be assured, and the country will be the better because of the Bowdoin School and its worthy pupils.

Mr. Edwin P. Seaver, Superintendent of the Boston Public Schools, and Mr. A. G. Boyden, Principal of the State Normal School at Bridgewater, briefly addressed the audience, and then followed a song written for the occasion by Mr. Alonzo Meserve, master of the school.

#### SONG OF THE PUBLIC SCHOOL.

God bless the public school,  
Long may it wisely rule  
With rod of love.  
Born of the people's art,  
May it high hopes impart,  
And fire each youthful heart  
His worth to prove.

God bless our nation's homes,  
Where virtue sits on thrones  
Fairer than kings' ;

Where children sing and shout,  
Vain cares are put to rout,  
And all the world about  
With gladness rings.

God bless our own dear land,  
For her we all will stand  
While life survives.  
We'll give her every due  
With fearless hands and true;  
Each sacred pledge renew  
With stainless lives.

God bless us all our way,  
Make each one fondly stay  
On things above.  
Lead into fields of light,  
Inspire to act aright,  
Make each a child of might,  
Our world to move.

The exercises closed with a benediction by Rev. D. P. Roberts.



# INDEX.

	<b>PAGE</b>
<b>ANNUAL REPORT OF THE SCHOOL COMMITTEE:</b>	
School System . . . . .	3
Statistics . . . . .	4
Expenditures . . . . .	6
Salaries . . . . .	11
The New Rules . . . . .	13
High School Commercial Course . . . . .	18
The Normal School . . . . .	19
Truancy and School Attendance Laws . . . . .	22
School Accommodations . . . . .	25

## APPENDIX.

THIRTIETH ANNUAL REPORT OF COMMITTEE ON ACCOUNTS . . . . .	3
<b>EIGHTEENTH ANNUAL REPORT OF SUPERINTENDENT OF SCHOOLS:</b>	
Statistics . . . . .	33
The Continued Demand for more School-houses . . . . .	35
Teachers and their Standing . . . . .	39
The Retirement of Teachers on Reduced Pay . . . . .	46
The Intellectual Life of Teachers . . . . .	49
Manual Training . . . . .	52
Statistics for the Half-year ending Jan. 31, 1898 . . . . .	60
<b>SUPPLEMENT TO THE REPORT OF THE SUPERINTENDENT OF SCHOOLS:</b>	
Report of Ellis Peterson, Supervisor . . . . .	81
Report of Robert C. Metcalf, Supervisor . . . . .	98
Report of George H. Conley, Supervisor . . . . .	104
Report of George H. Martin, Supervisor . . . . .	118
Report of Walter S. Parker, Supervisor . . . . .	130

	PAGE
Report of Sarah L. Arnold, Supervisor . . . . .	142
Report of James Frederick Hopkins, Director of Drawing .	153
Report of Laura Fisher, Director of Kindergartens . . . .	164
SEMI-ANNUAL STATISTICS OF THE BOSTON PUBLIC SCHOOLS . . . .	174
ANNUAL SCHOOL FESTIVAL, 1898 . . . . .	197
FRANKLIN MEDALS, PRIZES, AND DIPLOMAS OF GRADUATION, 1898 .	213
LIST OF CADET OFFICERS, NON-COMMISSIONED STAFF OFFICERS, AND FIRST SERGEANTS OF THE BOSTON SCHOOL CADETS, 1898 . . . .	271
ORGANIZATION OF THE SCHOOL COMMITTEE FOR 1898 . . . . .	279
 DESCRIPTION AND DEDICATION OF THE MARY HEMENWAY GRAMMAR	
SCHOOL-HOUSE . . . . .	331
DEDICATION OF THE BOWDOIN GRAMMAR SCHOOL-HOUSE . . . .	357







BOSTON PUBLIC LIBRARY



**3 9999 06314 307 5**



